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ABSTRACT

This is a comprehensive record of the congressional hearings on 1976 budget requests for various federally funded education agencies and programs. Included in this volume is testimony specifically involving appropriations for the American Printing House for the Blind, Gallaudet College, Howard University, and the National Institute of Education. An alphabetical index of all persons presenting testimony and a topical index of subjects discussed in the hearings are also included. (JG)

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EDUCATION DIVISION AND RELATED AGENCIES APPROPRIATIONS FOR 1976

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ED105589

HEARINGS

BEFORE A

SUBCOMMITTEE OF THE COMMITTEE ON APPROPRIATIONS HOUSE OF REPRESENTATIVES

NINETY-FOURTH CONGRESS

FIRST SESSION

SUBCOMMITTEE ON THE DEPARTMENTS OF LABOR AND HEALTH, EDUCATION, AND WELFARE

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PART 2

NATIONAL INSTITUTE OF EDUCATION

SPECIAL INSTITUTIONS

TESTIMONY OF MEMBERS OF CONGRESS AND INTERESTED INDIVIDUALS AND ORGANIZATIONS

Printed for the use of the Committee on Appropriations

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EDUCATION DIVISION AND RELATED AGENCIES APPROPRIATIONS FOR 1976

MONDAY, MARCH 17, 1975.

AMERICAN PRINTING HOUSE FOR THE BLIND

WITNESSES

FINIS E. DAVIS, VICE PRESIDENT AND GENERAL MANAGER
CHARLES MILLER, DEPUTY ASSISTANT SECRETARY, COMPTROLLER

Mr. FLOOD. We now have the American Printing House for the Blind. The witness is Mr. Finis E. Davis, vice president and general manager. We will insert your biographical sketch and statement in the record.

[The biographical sketch and statement follow:]

Name: Finis E. Davis.

Position: Vice president and general manager, American Printing House for the Blind.

Birthplace and date: Lead Hill, Ark., August 29, 1911.

Education: Arkansas Polytechnic College; University of Arkansas—B.S.E.

Experience 1947 to present: Vice president and general manager, American Printing House for the Blind, Louisville, Ky.; 1939–47, superintendent, Arkansas School for the Blind, Little Rock, Ark.; 1933–39, teacher, Arkansas School for the Blind, Little Rock, Ark.; 1930–33, public school teacher.

Association memberships: Association for Education of the Visually Handicapped; American Association of Workers for the Blind; International Conference of Education of the Blind; Past International President, Lions International.

Board memberships: Board of directors, American Foundation for Overseas Blind; board of directors, National Society for the Prevention of Blindness; board of directors, Kentucky Society for the Prevention of Blindness; board of directors, Arkansas Enterprises for the Blind; board of directors, International Center, University of Louisville; board of directors, Louisville Presbyterian Seminary; advisory board, Kentuckiana Metroversity.

Publications: Various professional journals.

Mr. Chairman and members of the committee: The American Printing House for the Blind was chartered by the Commonwealth of Kentucky in 1858 for the nonprofit manufacture of books and educational aids for use in the education of blind children in special schools for the blind. In 1879 the Congress passed an act, "To promote the education of the blind" and, as amended, now provides educational materials for all blind children throughout the United States, its territories and possessions, through the secondary school level.

EDUCATIONAL MATERIALS

The request of $2,328,000 is an increase of $441,000 over 1975 and when taken together with the $10,000 permanent appropriation will supply an estimated additional 1,500 blind students and all 1975 base pupils (25,809) with educational materials. The estimated 1976 per capita rate of $85.61 (16.5 percent increase) will serve 27,309 eligible blind children at about the same level of services provided during the past few years.

ADVISORY COMMITTEES

The request of $80,000 for expenses to advisory committees and field representatives is the same amount requested for 1975 and will make it possible for these committees to continue to evaluate and recommend to the board of trustees, for approval on an annual basis, the necessary educational materials and aids to be produced.

Responsibilities of the Printing House become more complex every year. We are serving a far more complex group of children in a more complex society than ever before. Approximately 66 percent of the blind children being educated in elementary and secondary schools are now attending regular public school classes with their sighted peers, which means the variety of school texts needed for the individual pupil can no longer be served by a basic core of textbooks, but, rather requires the reproduction in braille, large type or recorded from a much greater variety of textbooks published in inkprint for use in regular public schools for the seeing.

Perhaps it would be interesting to note the trends in registration of blind children under the act, "To promote the education of the blind" during the past 5 years:

	Total registered	Schools (percent)	Training centers (percent)	State departments (percent)
1970	21, 223	38	2	60
1971	21 846	36	3	61
1972	22, 702	34	3	63
1973	24, 195	32	3	65
1974	25, 809	29	5	66

This indicates during the past 5 years we have experienced an increase in total registration of 4,586, showing a decrease in schools for the blind of 483, an increase of 772 in adult training centers and an increase of 3,529 through State departments.

Our work in technical and educational research and development has continued to progress and additional steps are being taken in the automation of braille production. In reviewing our production schedules it appears we are pretty well on schedule in meeting our commitments to the schools for the beginning of the new school year in September 1975. I am leaving with the committee copies of the American Printing House for the Blind Annual Report for the fiscal year ending June 30, 1974, which gives a complete report of Printing House activities as well as the work of the advisory committees.

In closing, may I extend sincere thanks to the Appropriations Committee and the Congress for their continued interest in the education of the blind.

Mr. FLOOD. Mr. Davis, it is always a pleasure to have you appear before the subcommittee. We never have any difficulty understanding this budget request because you have always given us a very solid justification for your program.

PER CAPITA COST INCREASE

Last year in the 1975 budget you established a per capita rate. You have an increase of 5 percent. You will remember we were afraid that estimate was too low. What does it look like now? Will your estimate of 5 percent stand up during 1975, do you think?

Mr. DAVIS. It was weak, Mr. Chairman. We had a greater increase than we had anticipated. Our estimate was greater. I mean the enrollment was greater than we had anticipated and it did cut the percentage down.

Mr. FLOOD. Now, this budget that you now have before us shows a per capita rate increase this time of 16.5 percent for 1976?

Mr. DAVIS. Yes, sir.

Mr. FLOOD. That is quite a running jump for 1 year.

Now, the current rate of inflation is soaring, we know all about that. How does it affect your program in this 1-year period, to that extent, 16.5?

Mr. DAVIS. Yes, sir, that is true. If it were not for the rather large inventory that we have of finished materials, perhaps it would have been greater. In labor, for example, we were involved in the minimum wage. In addition, the percentage of labor increase was about 10 percent this past year in our organization.

In materials, I'll say, we have in the neighborhood of about $1,500,000 in finished stock and as a nonprofit institution when we have a finished stock we do not raise the prices on materials that are in stock.

When we have a run of aids, if we do a run this year, that might last a year or more, we will not raise the price of that aid until that run has been completed and used, and then if we have to go back with an increase in the cost of materials, we will have to figure an increase in it.

The inventory that we have has been helpful in keeping costs down.

Then, some innovative things we do from time to time help keep our costs down. As I have related, from time to time in our work, in our research, for example, the flexible disc reduced costs a great deal in recordings from the hard record to the flexible discs. We are using the cassette program which will go from a two-track to a four, which will also be a more meaningful approach to material costs.

Mr. MILLER. I think you need to look at the 2 years together. I think the order of your questions was correct. I think we were a little low in our estimates and we are playing catchup football in 1976. Had we increased the 1975 estimate to take care of the actual inflation rate, our 1976 increase wouldn't look nearly as big.

ENROLLMENT INCREASE

Mr. FLOOD. Your budget shows an increase in enrollment of 1,500 students for next year. Is this a normal growth?

Mr. DAVIS. Yes, sir. For the past 2 years it has been around the 1,500 mark. Prior to that time it was a little less than the 1,500, around 800 or 900, I would say.

I am not sure about the real cause of that, other than the fact perhaps there is no question about more multiple handicapped children being registered and educators are giving more thought to doing something to help multiple-handicapped children. I believe that is part of it.

Of course, registering children in public schools, coming out of a State department, you always experience some difficulties there, but I believe they have begun to find basically all of those children and they are being registered for a period of time. It did take a little time to find them and get them in.

Mr. FLOOD. The budget assumes 24,962 pupils would actually be registered in the program. It appears now that you have registered 850 more pupils. How is it possible to support that additional number of pupils without additional funds? How do you do that?

Mr. DAVIS. Mr. Chairman, we suffered some——

Mr. FLOOD. When this happens, agencies come running up here to us for a supplemental budget request overnight.

Mr. Davis. The information was known to the Department, but no action was taken. We were handicapped to some extent as a result of those additional children, but, having inventory in stock, we did in large measure, I think, basically serve those children. We did serve them but perhaps we could have served them a little better had we had the additional per capita for that number of children.

Now, this year you will see that we have projected a 1,500 increase, which is more in keeping with the experience that we have had for the past 2 years.

DECLINE IN ENROLLMENT

Mr. Flood. In the justifications you have a listing there showing number of pupils registered State by State. I notice there are some States such as New York, Kansas, West Virginia, where they show quite a marked decline in number of pupils since 1973. What accounts for that? Is that simply a shift in population? What is so peculiar about that?

Mr. Davis. Mr. Chairman, I would hesitate to make a policy statement on that. Perhaps that is true. It could be that some of those children with proper medical attention are going into the regular classroom and they are not meeting the definition of blindness. It is due also to the fact that some of them move from State to State. Annually, we do have some migration because we have the children registered and we know of their movement.

ENROLLMENT INCREASE IN PUBLIC AND PRIVATE SCHOOLS

Mr. Flood. In your statement you refer to what you call trends in the registration of these blind children. More and more children now seem to be attending public schools.

Mr. Davis. Yes, sir.

Mr. Flood. Do you think that trend is going to continue?

Mr. Davis. Yes, sir, I think it will, for the normal blind child. I think it is true. More of the multiple-handicapped perhaps will come into the institutions where they have more specialized attention than they will get in the regular public school programs, with the attendant teachers.

Mr. Flood. Do you think all blind children someday will be able to attend the regular public schools?

Mr. Davis. I doubt that. With the multiple-handicapped groups that are being given consideration today, I think there will be need for institutionalized service in educational programs.

Mr. Flood. You also indicated there are 27,309 pupils who will be served next year. How many of these will be in private schools?

Mr. Davis. Around 700 or 800, Mr. Chairman.

NEW EDUCATIONAL AIDS

Mr. Flood. You mentioned this earlier in the statement—suppose you give us a brief description of some of these new educational aids produced by your printing house last year.

Mr. Davis. I have a brochure, Mr. Chairman, of the new aids that we have brought into being that I thought you might be interested in. I have one for each member of your committee.

Geometric forms, for example, we not only have the aids that we manufacture, but we also have instructions and information as to how those aids are used.

Here is a biological science pamphlet. It is insect identification, a kit with instructions for the teachers as to how to use this material that we have produced.

Mr. Flood. For the record list these, with just a paragraph or so on what the contain.

Mr. Davis. Yes, sir.

[The information follows:]

NEW EDUCATIONAL AIDS

APH NUMBER LINE DEVICE

The APH Number Line Device was developed by the Instructional Materials Reference Center of the American Printing House for the Blind for use by the visually handicapped students working at the primary level. This Device can be used to present many of the concepts which are included in contemporary elementary school mathematics programs as well as to discover and reinforce mathematical concepts. The APH Number Line Device bridges a gap, between the concrete and the abstract.

The APH Number Line Device consists of three parts with the following physical dimensions:

1) A base, 24-1/4" x 6-1/2" x 1-3/4", with room for two line segments to be used simultaneously and a work storage area for the plastic solids.

2) Ten interchangeable vinyl line segments, 20-3/4" x 1-1/2", white with a black raised line and large raised black dots at intervals indicated by both braille and print numbers.

BIOLOGICAL MODELS

The Biological Models were developed by the Instructional Materials Reference Center of the American Printing House, and as supplementary aids for teaching biology to blind students.

The biological models in this set emphasize, tactually, the most important biological features on simplified models and by eliminating braille captions and all raised lines which are not part of the model. Biological features are chromatically represented on a white background, where possible, to maximize color contrast for students with low levels of residual vision.
The set consists of 19 rectangular-shaped models representative of invertebrate animal and plant phyla. Each model has a maximum rise of one inch and is no more than two hand-spans lengthwise. All models are constructed of 15 mil, high-impact styrene and are coded chromatically and tactually.

GEOMETRIC FORMS

The Geometric Forms aid was designed to introduce to primary level visually handicapped students the shapes of a circle, square, and triangle which are represented in the primary mathematics curriculum as curves, plane figures, and three dimensional solids. These materials will allow the very young student to sequentially conceptualize the diagrammatic illustrations found in print and braille texts by investigating the relationship between a special closed curve (outline figure), a plane figure, and three-dimensional solid.

This aid consists of one white vaccum formed plastic sheet illustrating 3 special closed curves - - circle, square, triangle - - which are colored black to maximize contrast: 3 plane figures and 4 solids.

INSECT IDENTIFICATION KIT

The Insect Identification Kit was developed to teach the body parts of insects to young primary level visually handicapped students, to encourage students to examine and distinguish differences and likenesses in insects, and to reinforce identification of the insect which appears in illustrations with other small invertebrates in primary grade science books.

The aid consists of five vacuum-formed plastic sheets illustrating insects. The vacuum-formed insect models range from 1-1/2" to 3-1/2" in length on an overall 11" x 11" plastic sheet. The maximum height the insect models rise above the plastic sheets is one-half inch. The insect models are colored black and appear on a white background to maximize contrast for use by subjects with minimal residual vision. Small invertebrates other than the insect are presented in contrasting colors (e.g., spider-brown, earthworm-red) on a white background. Note: It is recommended that students examine the legs of each insect using only an index finger. Raising the insects' legs to appropriate heights has caused a webbing effect between the top of the legs and the base of the model which is discriminable if more than one finger is used for examining the legs.

PEG KIT

Each Kit contains:

One 8-1/4" x 5-1/2" x 2-7/8" wooden work and storage box
Six inset frames
Three 1-7/8" pegs
Six 1" pegs

The pegs in the kit vary according to size, color, and are tactually different. There are two sizes of pegs. The colors used are red, yellow and blue. Each peg has either one, two, or three grooves. Six black inset frames with holes of varying sizes and number can be placed into the black wooden box, this provides structure for matching, sorting and manipulating the pegs. The kit was so designed that no two features can be matched simultaneously.

This peg kit is recommended for use by the preschool-early primary level child or the older child with multiple handicaps.

SENSORY CYLINDER SET

The Sensory Cylinder Set is composed of six fiber cylinders (2-1/2" in diameter, 3" high). These cylinders have been weighted so as to produce three pairs of weights (300, 200, and 100 grams). Plastic styrene and fabrics have been placed in the recessed tops (or bottoms) of the cylinders, affording six textured matches. The fabric textures are in secondary colors of orange, purple and green; the plastic styrene textures are white. The sides of the cylinders are black. The cylinder set has been so designed that no two matches of weight, texture or color can be made simultaneously.

TACTILE RULER FAMILIARIZATION UNIT

The Tactile Ruler Familiarization Unit was developed to introduce measurement concepts and operations to young primary level blind students. This aid consists of three vacuum formed plastic sheets 6-1/2" x 14" illustrating English, Metric, and English-Metric measurement units.

On Sheet 1 there are two ruler segments each mounted on a raised base which is twelve inches in length. Example 1-A illustrates a one inch ruler segment which has a short raised line representing a one-half inch measurement unit and a long raised line representing a one inch measurement unit. Example 1-B illustrates a six inch ruler segment which has six short raised lines representing one-half inch measurement units and six long raised lines representing inch measurement units.

On Sheet 2 there are two ruler segments each mounted on a raised base which is ten centimeters in length. Example 2-A illustrates a one centimeter ruler segment having a short raised line representing a one-half centimeter measurement unit and a long raised line representing a one centimeter measurement unit. Example 2-B illustrates a five centimeter ruler segment having six short raised lines representing one-half centimeter measurement units and six long raised lines representing centimeter measurement units.

On Sheet 3 there is a ruler segment and a 12 inch ruler each illustrating English - Metric measurement units. Example 3-A illustrates a ruler segment with raised short and long lines designating one-half centimeter and one centimeter measurement units on the far edge of the ruler segment and one-half inch and one inch measurement units on the near edge of the ruler segment. Example 3-B is a 12 inch ruler with raised short and long lines designating one-half centimeter and centimeter measurement units on the far edge of the ruler and one-half inch and inch measurement units on the near edge of the ruler.

Mr. Flood. What new materials like these do you have in mind for next year?

Mr. Davis. Basically, the materials have been adopted by our publications committee, as far as new materials are concerned.

Mr. Chairman, I also have a copy of our annual report for each member of the committee, which gives the report of our president, my administrative report, the report of all the committees—the publications committee, the tangible aids committee, and the research committee, showing exactly what each of those committees are doing.

ADVISORY COMMITTEES

Mr. Flood. You are again referring to these advisory committees?

Mr. Davis. Yes, sir.

Mr. Flood. How many of these committees do you have?

Mr. Davis. We have three. Five members on each committee.

Mr. Flood. What have they done for you lately, to use an old expression?

Mr. Davis. Each year at our annual meeting they evaluate materials that the State departments and the residential schools would like to have in the way of keeping our catalogs current in the classroom. History, math, science, the curriculum or the course of study is evaluated annually and recommendations by our textbook consultant along with recommendations of the advisory committees are considered at the annual meeting of our board. When they are approved in October, when our annual meeting is held, then the printing house makes a commitment to have those materials ready for the beginning of the next school year in September. That is our annual gear of production, and likewise, aids are approved and scheduled for production.

This is in addition to what we have available all the time from our inventory, our finished stock.

POPULATION SERVED

Mr. Flood. To the best of your knowledge, is this program reaching every blind young person who can benefit from it, or are there still some who are not being served?

Mr. Davis. It would be my hope we are reaching everyone, but I would hesitate to make a statement that we do.

It depends entirely on the registration by the State departments of education and the schools. I think there is no question about all the children in the schools being registered, but it is possible. In the State educational programs there may be a limited number of blind children who are not known or who are not registered, but basically, I think in large measure we are meeting that group of children.

Mr. Shriver. Your justifications show an increase of more than 3,000 pupils served by this program, 1974 to 1976. It would indicate that you are serving more, or that there is better identification of those in need of the service. Perhaps it means there are more blind children.

Mr. Davis. It could be. It is difficult to know exactly, but I think in large measure, in my personal opinion, probably more multiple-handicapped children are coming into the program.

They are assuming responsibility on the State basis of meeting those needs of a multiple-handicapped child. A few years ago maybe that child wouldn't be getting any type of an approach to education in some of the mental institutions, for example. Today, some of those children are being registered and something can be done.

STATE INVOLVEMENT

Mr. Shriver. In addition to this program which furnishes educational materials, do you have an estimate of what the States are doing in this area?

Mr. Davis. I am not sure what they are doing, but I do know that it isn't the intent of this appropriation to do everything that might be needed for a visually handicapped child in the public school programs, but I think basically our approach is that we produce and manufacture and make available those materials that would not be made available commercially.

If an item or a need is available commercially, we expect the States to assume those responsibilities in meeting that need.

Now, how broad a base that is, I am not sure, but I would say it would probably be great—more than we are doing in the specialized phase of the work.

INVENTORY OF FINISHED MATERIALS

Mr. Shriver. You maintain an inventory of finished materials worth $1.5 million so you can promptly comply with requests. Has that remained relatively stable?

Mr. Davis. Yes, sir. It has increased some from time to time because we are bringing into being all the time more aids, for example. This is an example of more aids which will increase inventory and from time to time we clean our inventory about every year. We have large catalogs.

In years gone by I have brought catalogs, but they are rather large. They are braille, in large type, music aids, and different types of catalogs that we have, but we keep those pretty current in meeting the current needs of those children from year to year.

There is an occasion when the materials have met the needs, and we will write off a bit of the inventory in our annual operation.

RESEARCH ADVISORY COMMITTEES

Mr. Shriver. Does your educational research advisory committee receive any type of assistance from other governmental research units?

Mr. Davis. No, they do not. They may receive some knowledge that they bring——

Mr. Shriver. Such as the National Institute of Education?

Mr. Davis. No, sir, they do not. They may have some knowledge that they bring to us as members of the committee and share with us in our responsibility, but I do not believe they get any additional aid as far as finances are concerned.

Mr. Miller. Mr. Davis, isn't it true you do apply for grants to the Office of Education and in some instances they are funded?

Mr. Davis. Yes.

Mr. Miller. Was that your question?

Mr. Shriver. Yes.

Mr. Davis. I am sorry. I thought you meant the Advisory Committee. Our appropriation we are talking about today is not research at all. The research comes from other sources. We do receive grants from the U.S. Office of Special Education. It has been wonderful that we have had it. These things have come about as a result of grants from that, and really we are grateful for it, but it would be meaningful, a look into the future, if we could have some research funds in our appropriation, whereby when these needs are known to us through the people whom we serve, if we could undertake it without having to structure a proposal and go through a procedure of approval and so forth.

Mr. Shriver. Your Research Advisory Committee, what is that?

Mr. Davis. It is a committee of five who advise with our research department as to what they feel along with the people who come to our annual meeting, about 175 representatives throughout America, as to the needs for research that we ought to be doing. Actually, the people we serve give us guidance as to what their needs are in the local educational institutions. The research committee advise, approve, and recommend to the Board the needs of these institutions, and then we assume the responsibility.

SERVICES TO STUDENTS

Mr. Conte. Last year you estimated that 25,000 children would be served through the 1975 appropriation. Were you able to meet this level of service in view of the worsening economic situation?

Mr. Davis. In large measure I believe we were able to meet the basic needs. However, there were many variables in administering the affairs of the printing house during the past year which did effect the level of quality of service, such as increased cost, shortages and delays in deliveries. Fortunately, the more than $1 million inventory which we carry in finished goods to meet the needs of the schools on a current basis did a great deal to stabilize the service, as well as cost to the schools. As a nonprofit institution we do not increase cost of materials in finished goods inventory until new materials are produced or reprints are made reflecting increased cost.

SHORTAGES IN MATERIALS

Mr. Conte. Last year, shortages were cropping up in many of the materials you require. Has this situation eased up over the past year?

Mr. Davis. Yes, some of our shortages in materials we use most, such as paper, plastics and metals have begun to ease up a bit. However, in some instances we are still having to buy in larger quantities than before and sometimes in sizes that do not cut out to our best interest.

RESEARCH PROJECTS

Mr. Conte. In response to a question on the nature of research projects you fund, the committee was informed that projects would not be ready for approval until last fall. Briefly describe projects approved last fall.

Mr. DAVIS. Research to be conducted during fiscal 1975 as approved by the Research Committee in October 1974 is as follows:

1. Continuation of the field test of the production prototype of the APH Aural Study System as an encyclopedia source.
2. Exploration of the usefulness of the APH Aural Study System as a source for a high school level dictionary and a thesaurus.
3. Evaluation of tonal code for the use by the visually handicapped.
4. Comparison of three vocal index systems for use with tape systems.
5. Exploration of the feasibility of publication of a dictionary in cassette form.

BASIC RESEARCH IN TACTUAL PERCEPTION

1. Comparison of different map formats for representing bounded space on tactile political maps.
2. Comparison of trained and untrained readers on recognition of bounded areas on political maps.
3. Tactual symbology.

SOCIAL STUDIES

1. Simplified continental relief maps (Africa, Asia, and Australia).
2. Maps in the classroom and school environment.
3. Individualized auditory instructions for landforms.

AUDITORY AND ORAL LANGUAGE SKILLS

1. Survey of major preschool language development programs.
2. Development of experience relevant stories.
3. Rules of talking to visually handicapped children.
4. Adaptation of the "Listen and Think" materials (levels II and I).
5. Materials for very young children or multi-handicapped.
6. Tactual discrimination worksheets.
7. Story related approach to beginning braille drill.

EDUCATIONAL MEASUREMENT

1. The wide range achievement test.
2. The wide range vocabulary test, forms B and C.
3. The Durrell listening-reading series, forms DE and EF.
4. The Boehm test of basic concepts, form A.

FINANCIAL SUPPORT

Mr. CONTE. Has the current economic situation had an impact on the level of financial support given the Printing House by the public?

Mr. DAVIS. Yes, but only slightly. We are encouraged and pleased with the response to our efforts in this respect.

LACK OF FUNDS IN SOME AREAS

Mr. CONTE. Are there services for the blind which you have capabilities to provide but are unable to do so because of lack of funds? Could you give us some examples?

Mr. Davis. An area where APH could provide greater service but is handicapped by lack of funds is in research, development, and production of needed new materials for the visually impaired. This is particularly true in the case of materials whose ultimate cost to the consumer can be high. In the past, APH has been able to initiate projects and apply for research and development grants to agencies like the Bureau for Education of the Handicapped of the U.S. Office of Education. APH has been fortunate in obtaining much support in this way. However, the change of these support programs from grants to contracting, based on needs identified by the Federal contracting agency, has greatly reduced the potential of this source. Even formerly, although support was available to research and develop working models of materials, support was lacking for final production design and for payment for the acquisition of tooling in order to bring the cost of the relatively few items produced down within reach of the consumer.

A very current example of where lack of funds interferes with giving service is the manufacture of a recorded encyclopedia which could be used by all visually impaired as well as by other handicapped individuals. The inflexible disc system of which the encyclopedia would be an application was developed under a grant from the U.S. Office of Education. This application is currently impeded by lack of funds to accomplish final production engineering. In addition, estimated costs for the finished materials are rising rapidly and are now beyond the reach of the individual visually impaired consumer who would greatly profit by availability of a recorded encyclopedia. Funds to underwrite initial tooling and other initial production costs could be used to bring the cost of the finished product within reach of families as is the case for print encyclopedias.

An example from the past is the development of the Lavendar Braillewriter. This writer was designed by APH specifically to provide a low-cost braille writer to blind students. Lack of funds for development resulted in a development period which should have taken 2 years stretching over 10. Prolonged effort was required of APH to raise funds to cover the $90,000 cost of tools to manufacture this writer, thus enabling its sale to be based on cost of labor and materials only, which made this item available at a reasonable cost to individuals as well as the schools.

Another line item in the Printing House appropriation to provide for funds for research and development and, perhaps, some funds for tooling-up cost for production of major items to be justified annually before the Congress would be a major step forward in meeting the needs of the blind and perhaps other handicapped people.

TEXTBOOK COSTS

Mr. Conte. What is the cost of reproducing a textbook in braille?

Mr. Davis. This is a difficult question because there are so many variables in cost of producing a braille textbook, such as number of copies required, length and difficulty of the book, number of diagrams, maps, et cetera, to be included. However, I am submitting what I would consider a fair estimate of cost.

[Informated follows:]

Number of copies	Cost per copy	100 braille pages	Cost per copy	200 braille pages
50	$10.75	$537.50	$19.50	$975
100	7.15	715.00	12.50	1,250
200	5.35	1,070.00	8.80	1,760

Note: Braille pages run 3 to 1 inkprint or maybe more, depending on copy.

Mr. Flood. Thank you very much. Glad to have you back.

JUSTIFICATION OF THE BUDGET ESTIMATES

Appropriation Estimate

AMERICAN PRINTING HOUSE FOR THE BLIND

For carrying out the Act of March 3, 1879, as amended (20 USC 101-105) [$1,967,000] *$2,408,000.*

For "American Printing House for the Blind" for the period July 1, 1976, through September 30, 1976, $602,000.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

SPECIAL INSTITUTIONS

American Printing House for the Blind

Amounts Available for Obligations

	1975	1976
Appropriation/obligations....................	$1,967,000	$2,408,000

Summary of Changes

1975 Actual obligations....................................	$1,967,000
1976 Estimated obligations................................	2,408,000
Net Change..	+441,000

Increases:	1975 Base	Change from Base
A. Program:		
1. Educational materials...............	$1,887,000	$+441,000
2. Advisory committees................	80,000	---
Total, net change..............	1,967,000	+441,000

Explanation of Changes

Increases:

A. Program:

1. Educational materials--The increase of $441,000 will supply an estimated additional 1,500 blind students and all 1975 base pupils (25,809) with educational materials. The per capita rate will increase approximately $12.11 and the number of pupils to be served will increase from 25,809 in 1975 to 27,309 in 1976.

Obligations by Activity

	1975 Actual	1976 Estimate	Increase or Decrease
Grants for education of the blind:			
(a) Educational materials..........	$1,887,000	$2,328,000	$+441,000
(b) Advisory committees............	80,000	80,000	---
Total obligations............	1,967,000	2,408,000	+441,000

Obligations by Object

	1975 Actual	1976 Estimate	Increase or Decrease
Grants, subsidies, and contributions	$1,967,000	$2,408,000	$+441,000

Authorizing Legislation

	1976	
Legislation	Authorization	Appropriation requested
"An Act providing additional aid to the American Printing House for the Blind" (P.L. 87-294, Sec. 4,75 Stat. 627)	Indefinite	$2,408,000

Appropriation History

Year	Budget Estimate To Congress	House Allowance	Senate Allowance	Appropriation
1965	$ 865,000	$ 865,000	$ 865,000	$ 865,000
1966	909,000	1,000,000	1,000,000	1,000,000
1967	1,027,500	1,027,500	1,027,500	1,027,500
1968	1,225,000	1,225,000	1,225,000	1,225,000
1969	1,340,000	1,340,000	1,340,000	1,340,000
1970	1,404,000	1,404,000	1,404,000	1,404,000
1971	1,476,000	1,557,000	1,517,000	1,517,000
1972	1,580,000	1,580,000	1,580,000	1,580,000
1973	1,696,500	1,696,500	1,696,500	1,696,500
1974	1,817,000	1,817,000	1,817,000	1,817,000
1975	1,967,000	1,967,000	1,967,000	1,967,000
1976	2,408,000			

JUSTIFICATION

American Printing House for the Blind

	1975 Actual	1976 Estimate	Increase or Decrease
Educational materials...........	$1,887,000	$2,328,000	$+441,000
Advisory committees.............	80,000	80,000	---
Total.....................	1,967,000	2,408,000	+441,000

General Statement

Background

The American Printing House for the Blind was charactered by the State of Kentucky in 1858 for the non-profit manufacture of books and appliances for use in the education of blind children in special schools for the blind. In 1879, the Congress passed an Act, "to promote the education of the blind" providing for a permanent annual appropriation of $10,000. In 1919 an Act provided for an additional annual authorization of appropriations. The authorized amount was increased through a series of amendments until fiscal year 1962. Early in fiscal year 1962, an amendment (P.L. 87-294) - (1) removed the statutory limitation entirely; and (2) provided that a reasonable sum of the annual appropriation might be used for salaries and expenses relating to advisory committees, consultants, and filed services.

Prior to the spring of 1970, all students served through the Federal appropriation were required to be in attendance at publicly supported educational institutions. However, at that time, through an amendment to the Elementary and Secondary Education Act, this requirement was deleted from the basic authorizing Act "To Promote the Education of the Blind," and its benefits opened to all blind pupils of less than college grade, including those attending private non-profit educational institutions.

Allocation of Funds

In administering the appropriation, the Printing House obtains a certified registration from each public and private non-profit institution for the education of the blind, and from each chief State school officer for blind pupils enrolled in public, non-profit educational institutions and public school classes. These certificates of registration of the number of blind pupils as of the first Monday in January are used for computing the ratio of each pupil registered against the aggregate of the registrations.

This ratio is then applied to the total of the annual and permanent appropriations, less the amount earmarked for expenses relating to advisory committees and field representatives, in order to determine the quota credit to be given to each public and private non-profit institution for the education of the blind and to each chief State school officer. Against this credit, books and materials are shipped to the schools for the blind on order from their superintendents and to public school classes on order from each chief State school officer. So that the needs of the schools may be promptly and efficiently met, the Printing House maintains at its own expense a continuing open stock inventory valued at more than $1,500,000.

The request for 1976 is $2,408,000, of which $2,328,000 will be used to supply educational materials to all blind students of less than college grade; the remainder of $80,000 is estimated for staff salaries and other expenses related to the activities of Advisory committees, consultants, and field services.

NARRATIVE

Educational materials: The request of $2,328,000, when taken together with the $10,000 permanent appropriation and applied to an estimated 27,309 eligible blind students, will provide a per capita rate of approximately $85.61 for fiscal year 1976. Due to increases in the cost of raw materials and labor, the estimated per capita rate of $85.61 is an increase of approximately 16.5% over that of 1975, and the estimated 1,500 additional eligible students to be registered will represent approximately 6% increase in eligible students.

Advisory committees: The American Printing House for the Blind has three (3) Advisory committees - Publication Committee, Educational Aids Committee and the Educational Research Committee. These committees advise and approve materials and aids to be manufactured through the Federal appropriation. The request for 1976 is $80,000, the same as the 1975 appropriation.

Federal Aid to States, Territories and Possessions
and
The Number of Pupils Registered for each Year

	No. of Pupils First Monday in January			Appropriation for Fiscal Year		
	Actual 1973	Actual 1974	Projected 1975	Actual 1974	Actual 1975	Projected 1976
Alabama	533	803	850	$ 38,540	$ 59,022	$ 72,771
Alaska	37	42	44	2,676	3,087	3,767
Arizona	158	171	181	11,425	12,569	15,496
Arkansas	310	318	336	22,416	23,373	28,766
California	2,442	2,844	3,009	176,578	209,038	257,609
Colorado	300	311	329	21,692	22,859	28,167
Connecticut	430	418	442	31,093	30,724	37,841
Delaware	54	60	64	3,905	4,410	5,479
Florida	923	1,021	1,080	66,741	75,045	92,462
Georgia	629	660	698	45,482	48,511	59,758
Hawaii	36	32	34	2,603	2,352	2,911
Idaho	57	72	76	4,122	5,292	6,507
Illinois	1,424	1,764	1,867	102,968	129,657	159,839
Indiana	552	574	607	39,915	42,190	51,967
Iowa	325	329	348	23,500	24,182	29,793
Kansas	327	278	294	23,645	20,433	25,170
Kentucky	302	308	326	21,837	22,638	27,910
Louisiana	468	485	513	33,840	35,648	43,919
Maine	133	141	149	9,616	10,364	12,756
Maryland	546	548	580	39,480	40,279	49,655
Massachusetts	768	884	935	55,532	64,975	80,048
Michigan	1,047	1,126	1,191	75,708	82,763	101,965
Minnesota	364	399	422	26,321	29,327	36,128
Mississippi	207	236	250	14,967	17,346	21,403
Missouri	426	452	478	30,804	33,223	40,923
Montana	106	107	113	7,664	7,865	9,674
Nebraska	149	151	160	10,774	11,099	13,698
Nevada	26	26	28	1,880	1,911	2,397
N. Hampshire	128	134	142	9,225	9,849	12,157
New Jersey	818	799	845	59,148	58,728	72,343

Federal Aid to States, Territories and Possessions (contd.)

	No. of Pupils First Monday In January			Appropriation for Fiscal Year		
	Actual 1973	Actual 1974	Projected 1975	Actual 1974	Actual 1975	Projected 1976
New Mexico	152	203	215	10,991	14,921	18,407
New York	1,988	1,761	1,863	143,748	129,436	159,496
North Carolina	630	623	659	45,554	45,791	56,419
North Dakota	40	61	65	2,893	4,484	5,565
Ohio	956	896	948	69,127	65,857	81,161
Oklahoma	200	201	213	14,462	14,774	18,236
Oregon	267	269	285	19,306	19,772	24,400
Pa.	1,484	1,529	1,618	107,305	112,384	138,522
Rhode Is.	197	162	172	14,245	11,907	14,725
S. Carolina	471	474	502	34,057	34,840	42,978
S. Dakota	64	64	68	4,628	4,704	5,822
Tennessee	431	542	574	31,165	39,838	49,142
Texas	1,087	1,220	1,291	78,599	89,672	110,526
Utah	172	183	194	12,437	13,451	16,609
Vermont	63	62	66	4,555	4,557	5,650
Virginia	665	665	704	48,085	48,879	60,271
Washington	391	454	480	28,272	33,370	41,094
W. Virginia	278	239	253	20,102	17,567	21,660
Wisconsin	363	408	432	26,247	29,988	36,985
Wyoming	49	56	59	3,543	4,116	5,051
Dist. of Col.	126	126	133	9,110	9,261	11,386
Canal Zone	-0-	1	1	-	73	86
Puerto Rico	96	109	115	6,942	8,011	9,845
Guam	-	8	8	-	588	685
American Samoa	-	-	-	-	-	-
Virgin Islands	-	-	-	-	-	-
	24,195	25,809	27,309	$1,749,500	$1,897,000	$2,338,000*

PER CAPITA:

For year ending June 30, 1974(based on actual registrations Jan. 1973)$72.3083
For year ending June 30, 1975(based on actual registrations Jan. 1974)$73.5015
For year ending June 30, 1976(based on projected registrations Jan. 1975)85.6128

*Includes the $10,000 the Printing House receives annually from a permanent appropriation.

American Printing House for the Blind

Program, Purpose and Accomplishments

Activity: Educational materials

1975	1976	
Amount	Authorization	Budget Estimate
$1,887,000	Indefinite	$2,328,000

Purpose: The American Printing House for the Blind, under the Act, "To Promote the Education of the Blind" provides educational materials to students, of less than college grade, who attend public schools and classes with sighted children and blind students who attend special schools and classes for the blind.

Explanation: All Superintendents of Schools for the Blind and of Public Instruction in the various states, or their designees, are Ex officio Trustees of the Printing House in the administration of the Federal Act, "To Promote the Education of the Blind." This group meets annually in October or November, at the American Printing House, with the Corporate Board of Trustees to review the past year's work and to adopt textbooks, approve educational aids to be manufactured and recommend research to be undertaken during the year ahead. The various Advisory Committees are also elected at the Annual Meeting. In addition to producing the newly adopted materials for the next school year, the Printing House makes the necessary reprints and keeps in stock a finished goods inventory of more than $1,500,000 in order to serve the needs of the Schools for the Blind and State Departments of Education on a current order basis.

Accomplishments in 1975: The American Printing House for the Blind supplied educational materials and educational aids for education of the blind to 24,195 blind children in schools for the blind and in private nonprofit and public schools. The gap between research and development and actual production of new aids was greatly reduced and several new aids were produced, i. e. the Primary Peg Set, Biological Models, Insect Identification Kit, the Numberline and the Individual Study Screen, etc. With emphasis on reaching blind children at early ages, young blind children in formally organized nursery schools were served. Materials and books were also provided to multi-handicapped blind children and adult trainees at rehabilitation centers. Based on registration of pupils as of the first Monday in January 1974, 25,809 pupils will be served by the Printing House in 1975.

Objectives for 1976: To continue to produce on schedule the various new educational aids and materials as approved by the Committees for the new school year, and maintain current inventory on all materials listed in cat alogs in order to provide the best possible service to the various schools educating blind children. The request for 1976 represents an increase in per capita of approximately 16.5% and a 6% increase in total number of eligible students to be served.

American Printing House for the Blind

Program, Purpose and Accomplishments

Activity: Advisory committees

1975	1976	
Amount	Authorization	Budget Estimate
$80,000	Indefinite	$80,000

Purpose: To advise and approve aids and materials to be manufactured and supplied through the Federal appropriation.

Explanation: There are three(3) Advisory Committees, consisting of five members of the Ex officio Trustees each - Publications Committee, Educational Aids Committee and Educational Research Committee.

Accomplishments in 1975: The Publications Committee and Educational Aids Committee advised and approved materials and aids to be manufactured and supplied through the Federal Appropriation. The Educational Research Committee advised and assisted in the identification of relevant areas for educational research and materials developed. Field representatives for the Printing House travelled to State Departments of Education and Schools for the Blind and met with the teachers to advise them on facilities and materials available to blind children.

Objectives in 1976: To continue to advise the Printing House on educational research to be undertaken, educational materials and educational aids to be manufactured and made available to blind children. Also, maintain a continuing contact with the schools for the blind, public and parochial schools education blind children, and provide assistance to colleges and universities conducting training programs for teachers of special education. Field representatives for the Printing House will travel to public and private nonprofit schools educating blind children and to schools for the blind and advise teachers on materials available and their use in the education of blind children. The Printing House will also continue to give assistance to colleges and universities conducting training programs for teachers of the blind.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

SPECIAL INSTITUTIONS

American Printing House for the Blind

Amounts Available for Obligations

	1976 Interim Period
Appropriation/obligations	$602,000

Obligations by Activity

Grants for Education of the Blind:

	1976 Interim Period
(a) Education materials	$582,000
(b) Advisory committees	20,000
Total obligations	602,000

Obligations by Object

	1976 Interim Period
Grants, subsidies and contributions	$602,000

Narrative

The estimate for the three-month interim period is $602,000. This total is based on one-fourth of the Printing House 1976 budget estimate.

The purpose of this request is to provide a continuous service during this period for 6,827 pupils @$21.40 per pupil.

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Monday, March 17, 1975.

WITNESSES

DR. ROBERT FRISINA, DIRECTOR, NATIONAL TECHNICAL INSTITUTE FOR THE DEAF, ROCHESTER INSTITUTE OF TECHNOLOGY

WILLIAM H. WILLIAMS, ASSISTANT TO THE DIRECTOR OF THE NAIONAL TECHNICAL INSTITUTE FOR THE DEAF, ROCHESTER INSTITUTE OF TECHNOLOGY

CHARLES MILLER, DEPUTY ASSISTANT SECRETARY, COMPTROLLER

Mr. Flood. Now the National Technical Institute for the Deaf.

This presentation will be made by Dr. Robert Frisina, director of the National Technical Institute for the Deaf, the Rochester Institute of Technology, accompanied by Mr. Williams, assistant to the director.

Dr. Frisina, we have your biographical sketch which we will place in the record at this point.

[The document follows:]

Name: D. Robert Frisina.

Position: Director of NTID.

Birthplace and date: Westline, Pa.; February 14, 1925.

Education: Westminster College, 1949, B.A. Gallaudet College, 1950, M.A. Northwestern University, 1955, Ph D..

Experience:

Present Director, National Technical Institute for the Deaf.

1965–67: Dean, Graduate School, Gallaudet College.
1956–67: Director, Hearing and Speech Center, Gallaudet College.
1956–67: Professor audiology, Gallaudet College.
1962–63: UNESCO Expert, Department of Education, Hong Kong.
1955–56: Chief clinician and research associate, Northwestern University.
1955–56: Assistant professor, audiology, Northwestern University.
1952–55: Graduate Assistant, Children's Hearing and Aphasia Clinic.
1951–52: Instructor at the Kendall School for the Deaf.
1950–51: Instructor, Missouri School for the Deaf.
1947–49: Supervisor, Missouri School for the Deaf.

Association memberships: Alexander Graham Bell Association for the Deaf, American Psychological Association, American Speech and Hearing Association (fellow 1966), Convention of American Instructors of the Deaf, Council for Exceptional Children, American Organization for Education of the Hearing Impaired, Conference of Executives of American Schools for the Deaf, Council on Educaton of the Deaf.

Publications:

"A New Vo-Tech Opportunity for Deaf Students," The National Institute for the Deaf, American Vocational Journal, vol. 45, No. 4, April 1970, 33, 36.

"Language and Personality Development of the Deaf Child" Proceedings of the International Congress on Education of the Deaf, Stockholm, 1970, volume 1, 35–39.

"Research Prospectives at NTID." Report of the Proceedings of the 44th Meeting of the Conference of Executives of American Schools for the Deaf, Toronto, Ontario, Canada May 1972, 80–92.

"Measurement of Hearing in Children, Second Education of Modern Developments in Audiology (ed.) J. D. Jerger, New York: Academic Press, 1973.

"Careers, Technology and NTID," American Annals of the Deaf, volume 118, No. 5, October, 1973, 601–606.

GENERAL STATEMENT

Mr. Flood. Please proceed, Dr. Frisina.

Dr. Frisina. Mr. Chairman, on behalf of the Department, I am pleased to present this request for the National Technical Institute for the Deaf (NTID) for $9,836,000 for the 1976 fiscal year.

The fiscal year 1976 appropriation request of $9,836,000 is a net increase of $17,000 over fiscal year 1975. This represents an increase of $1,998,000 in operations and a decrease of $1,981,000 in construction. Of the $1,998,000, amounts of $1,023,000, $274,000 and $212,000 will be used respectively for the technical education, personal and social development, and communication skills development of the 260 additional students to be served in fiscal year 1976; $418,000 will be used for increased efforts in applied research; and $71,000 will be used for administration and increased utilities and physical plant maintenance costs. The decrease in construction is associated with the termination of construction for NTID.

In fiscal year 1976, NTID plans two significant advances: (1) a 37-percent increase in total students served (from 700 in fiscal year 1975 to 960 in fiscal year 1976) while increasing faculty and staff 12 percent; and (2) a continuation and further implementation of NTID's technical education programs and correlated applied research.

As part of NTID's continuing development of educational programs, fund accounting, accounting for nonaccounting majors, and a learning center for word processing will be introduced in the business technologies area. In engineering technologies, a program critically needed on a national scale, toolmaking, will be introduced, as well as a course in surveying and a new diploma program in electronics. In technical science, courses in computer applications for medical records science will be introduced and the NTID Physics Learning Center will be installed cooperatively in selected schools for the deaf across the Nation. In visual communications technologies, film loops for use in applied photography will be developed, and a program in media technology will be studied. In the area of mathematics, technical mathematics minilectures will be incorporated into the program and the Mathematics Learning Center will be shared with other schools. In developmental education, the residential facilities planned by NTID will continue to be exploited as a living/learning environment. In the communications area, courses in remedial and technical English, aural rehabilitation (speechreading, auditory training, orientation to hearing aids), oral skill development (speech production, public speaking), and manual communication will be provided.

Approximately 200 students will graduate from NTID in fiscal year 1976; 84 percent of those students will enter the job market immediately, and the remaining 16 percent will pursue further education before being placed or will be married. Of those who enter the job market, 85 percent will enter business and industry, 10 percent government, and 5 percent education. This is a significant improvement in the employment circumstances of deaf persons in our Nation.

In applied research for 1976, NTID will investigate several areas of importance to NTID's productivity: (1) ways of enhancing vertical and horizontal job mobility with subsequent curriculum modification based upon such research; (2) computer uses in instruction and learning centers to increase rates of learning and levels of skill attainment in deaf students; (3) application of NTID's curriculum process model to the teaching of deaf students; (4) ways to raise levels of personal and social competence and to decrease the lag in general knowledge of deaf students; (5) the contribution of living arrangements to personal/social development of deaf students; (6) the efficacy of electronic devices designed to provide visual feedback to deaf students learning to improve speech production; (7) the usefulness of NTID's communication profile with deaf children taught elsewhere; (8) the use of residual hearing through NTID's speech perception and speech analysis laboratories; (9) new techniques in English instruction; (10) high imagery sign language for the learning and retention of technical vocabulary; (11) the modification of text material to increase retention of information in deaf learners; and (12) job achievement of NTID graduates as compared with the general population of deaf persons in the Nation.

Thank you, Mr. Chairman, and the Appropriations Committee for your assistance and support for NTID.

ENROLLMENT

Mr. Flood. Everybody will recall the new buildings were formally dedicated last October. How many full-time students are now enrolled?

Dr. Frisina. At the present time 700, and we are going to move in fiscal 1976 to 960.

Mr. Flood. What is the maximum enrollment capacity of the Institute?

Dr. Frisina. About 1,200 full-time equivalent.

Mr. Flood. Do you have any part-time students? If so, how many do you have?

Dr. Frisina. Just minimal.

Mr. Flood. You do have some?

Dr. Frisina. They are practically all full-time people. Part of the reason for that is they come from across the country.

ENTRANCE REQUIREMENTS

Mr. Flood. Basically, what are the requirements for attending your school?

Dr. Frisina. First of all, there has to be the fact of deafness. That has to be of educational significance as revealed in prior educational attempts, special schooling. They have to have an overall eighth grade achievement level following a full secondary experience. These are the primary indicators, and deafness has to be the major handicap.

STUDENTS FROM LOW-INCOME FAMILIES

Mr. Flood. What provision do you make for students from low-income families? Do you have some kind of student aid available?

Dr. Frisina. There are two modes of approaching that problem. First, virtually all students qualify for some State support through combined State and Federal rehabilitation funds on the one hand. The other is, there are other kinds of private funds available to support students and, in a few cases where they need additional help, we do have a grant-in-aid program.

Mr. Flood. What kind of arrangements do you have with the various State rehabilitation agencies? For example; do these agencies in the various States use part of their Federal grants to send a deaf person to your school?

Dr. Frisina. Yes, sir. Approximately 80 percent of our students receive some funds in part from State vocational rehabilitation agencies. That is 80-percent Federal and 20-percent State at the present time.

COST PER PUPIL

Mr. Flood. What is the average cost per pupil per year right now, this year, and what do you estimate for 1976?

Dr. Frisina. The fees for 1976 will be——

Mr. Flood. What is it now?

Dr. Frisina. It will be $2.282——

Mr. Flood. What is the cost out there now?

Dr. Frisina. $1,754.

Mr. Flood. What will it be for 1976?

Dr. Frisina. $2.282.

TUITION CHARGES

Mr. Flood. What are your current charges for tuition and for room and board?

Dr. Frisina. Current charge for tuition is $540. Room is $435, board is $642, fees, $137. That is for the current year.

For the coming year it will be $552 for tuition, $780 for room, $813 for board, and $137 for fees.

Mr. Flood. Have they been increasing each year?

Dr. Frisina. Yes, sir. The overall increase in tuition is approximately 10 percent per annum.

Mr. Flood. How do your charges compare with the charges at other specialized institutions?

Dr. Frisina. They are comparable to those at Gallaudet. The tuitions are exactly the same.

This is part of the agreement. The room and board and fees charges are very close. Gallaudet's are $2.322 and ours are $2.282. The minimal difference between the actual final charges is $40. The tuition, I might say, sir, is computed annually and the tuition charges at NTID and Gallaudet are based upon the average tuition charges at land-grant colleges and universities across the country. So if you take the mean of all land-grant colleges and universities, that comes out to be $552.

Mr. Flood. It is obvious that your tuition charges certainly do not cover your actual operating costs.

Dr. Frisina. That is correct, sir.

Mr. Flood. What is the difference?

Dr. Frisina. The difference comes from the Federal Government, sir.

NUMBER OF GRADUATES

Mr. Flood. How many students have graduated from the institute since it first opened in 1968?

Dr. Frisina. 301. We will have 100 more graduating this year, and 200 more in fiscal year 1976, so that will be something on the order of 600 by the end of the 1976 fiscal year.

Mr. Flood. Have you any information as to what happened to them, how many were placed into jobs?

Dr. Frisina. Yes, sir. We have 96 percent of those who completed programs are actually working. 10.6 percent go on to higher education.

Mr. Flood. How many pursue higher education?

Dr. Frisina. To higher education 10.6 percent; 3.6 are housewives, but our placement rating for those other than the 3.6 that are homemakers and the 10.6 percent who go on to higher education, we have virtually employed all of them, 96 percent of the total group.

A PROTOTYPE FOR OTHER INSTITUTIONS

Mr. Flood. Of course, you know this institute was designed as a prototype for postsecondary education for the deaf. That being the case, do you think this will be replicated in other parts of the country?

Dr. Frisina. Features of it are already replicated in some community colleges across the country.

Mr. Flood. Have any of the other institutions for the deaf adopted any of your ideas at all? If so, give us an example.

Dr. Frisina. We impact on other postsecondary schools. Since the advent of NTID a number of community colleges have opened their doors to deaf students across the country so there is something on the order of 27 to 30 community colleges who do now accept deaf students.

We learned how to deal with these deaf students in an integrated setting and that kind of information has made it possible for deaf students to be included in these programs.

We have also impacted on the secondary schools in the sense of developing learning centers, mathematics learning centers as an example. We take what we learn here and put it into the secondary age groups.

In the area of communication, we do likewise, so that even though the total institution is not replicated, those parts are applicable, and appropriate for different kinds of students would be picked up from the learnings that occur there in Rochester.

FACULTY SALARY

Mr. Flood. How do your faculty and staff salaries compare with those of other institutions?

Dr. Frisina. We are slightly below our home institution but that is accounted for on the basis that we have a younger staff. More of our people are at the lower ranks at this particular point in time and the institution at large is on the low side compared with comparable institutions.

Mr. Flood. For the record, will you develop information showing us your salary scale for the various faculty and staff positions?

Pick out two or three other institutions and compare them.

[The information follows:]

The average faculty salary at NTID is $13,456 per academic year. Nearby institutions are State University of New York at Brockport and at Geneseo, Hobart College, Monroe Community College, Nazareth College, St. John Fisher College, Syracuse University, and University of Rochester with average salaries of $18,700, $17,100, $15,100, $14,400, $14,000, and $12,600. Institutions which are similar to NTID are Bradley College, Clarkson, Drexel, Illinois Institute of Technology, New York Institute of Technology, Northeastern, Pratt, and University of Cincinnati with average salaries which are $17,900, $16,800, $16,400, $15,400, $15,300, $15,200, and $14,800.

The salary scale for fiscal year 1976 is as follows:

Rank	Range
Professors	$21,500 to $23,450.
Associate professors	$15,890 to $23,450.
Assistant professors	$11,670 to $18,790.
Instructors	$9,160 to $14,510.
Other professional staff	$8,420 to $17,920.

EXCHANGE PROGRAM WITH RIT

Mr. Flood. At the Rochester Institute of Technology, which is right next door to your institute, what kind of faculty and student interchange is there between the two institutions up there?

Dr. Frisina. On the academic side about 25 percent of our deaf students are enrolled for full-time technical academic loads in one or more of the other colleges. Then another 50 percent of our students take one or more courses with hearing students so on the academic side something on the order of 75 percent of our students take at least one course with hearing students.

In the living side of it, we have hearing and deaf students living together in the residence halls. The deaf students can move out into the regular and on an exchange basis hearing can come into the special facilities that were built for NTID. So there is a good deal of exchange. This also goes across all of the social-cultural activities that occur; the athletic activities.

NEW POSITIONS

Mr. Flood. You ask for 29 new positions. How many of those are faculty positions?

Dr. Frisina. 27 of the 29 are faculty.

Mr. Flood. What kind of a yardstick do you use to determine how many faculty positions you are going to need?

Dr. Frisina. The ratio of faculty to students, as you know in this sort of work, is about 8 to 1. The yardstick is 8 to 1 at this level.

Mr. Flood. Is that the yardstick you use for the number of faculty positions that you need? Is that how you figure that out?

What did you say the average ratio is of students to teachers?

Dr. Frisina. Eight to one in the instructional areas.

In the communication activities, it is 19 to 1.

Mr. Flood. Is this about right or could that be better?

Dr. Frisina. At the moment I think that is about right in terms of your faculty positions. Eight to one is about right—given this type student, given the nature of the programs and the purposes of the programs, 8 to 1 seems to be working out at a reasonable rate.

Mr. Flood. That is about right, right now.

Dr. Frisina. Yes; but we are working. We are doing research to try to do a little bit better than that.

In fiscal 1978 we hope to move that up to 10 to 1.

GEOGRAPHICAL REPRESENTATION OF STUDENTS

Mr. Shriver. Where do your students come from?

Dr. Frisina. They come from every State—47 States—with the exception of three, including Alaska and Hawaii. So it is a national program in that respect.

Mr. **Shriver**. Are they mostly from Eastern States?

Dr. **Frisina**. We have a fairly good representation. We are a little heavy on the eastern section, but it is minimal. There is a good proportional representation west of the Mississippi as well as on the eastern coast.

Mr. **Shriver**. Is there any comparable facility elsewhere?

Dr. **Frisina**. Not of this sort nationally, no. This is the only one of its type. This is the only national program. As the chairman referred to, there are other community colleges across the country taking a limited number, maybe 15, 20, or 30 students in any particular setting.

INCREASED STUDENT AND FACULTY ENROLLMENTS

Mr. **Shriver**. You are requesting funds for a 37-percent increase in the student body with a corresponding 12-percent increase in faculty and staff?

Mr. **Frisina**. Yes, sir.

Mr. **Shriver**. Is this faculty increase adequate to take care of the student body with no deterioration in instruction?

Dr. **Frisina**. Yes, sir; we have tended to bring the faculty in slightly in advance of the students. As we have moved toward fully operational status, final 1975 request will give us 92 percent of the faculty and roughly 76 percent of the ultimate total student population. This is because of the newness of the program, development of new curricula and these sorts of things and getting the faculty ready to deal with deaf students.

Since there is no prototype for this, it is necessary to provide special training for new faculty and staff.

NON-FEDERAL SOURCES

Mr. **Shriver**. The justifications show $1,144,000 in receipts from non-Federal sources. Can you identify those sources?

Dr. **Frisina**. Those sources result actually from student fees. It is all student fees. For 1976, it would be based upon the fee structure of $2,282 per student.

STUDENT BODY

Mr. **Shriver**. Your statement mentions a student body in 1976 of 960. The justifications put the figure at 730.

Dr. **Frisina**. We have two types of students. The full-time enrollment of deaf students and the 230 would be persons who are being professionally prepared to deal with deaf youngsters in Rochester or other places in which they are taught. The three basic purposes are the educational programs, the training programs for deaf students, the second is research and educational methodologies and techniques, and the third is to do something about the professional manpower problem in the area of the deaf.

That 230 full-time equivalent relates to professionals who are either being upgraded or those who are coming new into the field. This combination makes 960.

ACHIEVEMENT OF GRADUATES

Mr. Shriver. Do you have any way to compare job achievement of your graduates with those of the general population of deaf students in this country?

Dr. Frisina. Yes, sir. We participated in the development of a national census on the deaf which was published in 1975. That gives us some base line data for the relative status of deaf people in the employment sector and the basic message as it comes through is that States differ, but there is significant unemployment in particular States, and the overall problem is one of concentration in the lower income, the unskilled labor portion, the semiskilled labor portion. There is a virtual absence of people in management and professional circumstances, so we have now from this census a good base line against which to compare.

We are doing continuous followup on our graduates as to the jobs they get, the levels at which they are employed and the income they derive. Just very briefly, 96 percent are employed. The other observation is that they are employed in the areas for which they are trained and educated, and they are being employed at a level commensurate with their level of education.

In other words, a draftsman goes out as a draftsman. An engineer goes out as an engineer. We have statistics on the salaries, their starting salaries, and the average salary of our graduates in 1974 was $7,600. The highest beginning salary was $12,400. They are competitive.

I might say that 87 percent are employed in business and industry, 8 percent in Government settings and the remainder in educational settings, but primarily going into business and industry, which was the basic purpose when NTID was suggested. It was an attempt to diversify the job opportunities for deaf people, so we are concentrating on business and industry now to open up some new opportunities for them.

STUDENT APPLICATIONS

Mr. Shriver. Do you have a lot of pending applications?

Dr. Frisina. With the new facilities, we are able to minimize the significant waiting list. We have had a waiting list for a number of years, but with the facilities we can virtually eliminate the waiting list, after one quarter into the year.

We might have a waiting list for the summer group entering, but we could pick up some in the fall because we graduate and enter on a four-times-a-year basis. We operate year-round on a four-quarter basis. The significance of the waiting list has been minimized by virtue of the presence of the buildings.

CONSTRUCTION

Mr. Conte. Dr. Frisina, in your statement you mentioned a decrease in construction funds of nearly $2 million. What is the present status of construction at the Institute?

Dr. **Frisina.** The fiscal year 1975 request of $1,981,000 for movable equipment constitutes the third and final phase of furnishing and equipping the newly completed facilities. Since no funds are requested for this activity in fiscal year 1976, we have a decrease of $2 million. Actual construction was completed earlier this year and the buildings are now occupied. Two activities remain to be completed: (1) the purchasing, receiving, and installing of the final phase of movable equipment; and (2) the completion of "punch list" items by the general contractor and final checkout of the electrical and mechanical systems by NTID. These two activities will be completed during fiscal year 1976.

TARGET ENROLLMENT

Mr. **Conte.** Testimony before this committee last year indicated that the Institute will be fully operational by fiscal year 1978. Are we still on schedule?

Dr. **Frisina.** Yes; the key element for adhering to that schedule has been the completion and occupancy of facilities. The schedule still calls for fully operational status to be achieved by fiscal year 1978. This means that the facilities will be checked out, furnished and equipped, and occupied by our target enrollment. NTID's three basic missions include the preparation of deaf students for employment, the training and education of professionals to serve the deaf in our Nation, and the conduct of applied research in the areas of deafness related to our functions. By fiscal year 1978, the unfinished business before us will involve the development to maturity of the latter two missions which will entail the implementation of graduate programs of study and firming up of research plans.

EXPANDING THE STUDENT POPULATION

Mr. **Conte.** Last year NTID planned to expand the student population by 40 percent. Was that goal met? By how much do you intend to expand student population this year?

Dr. **Frisina.** The fiscal year 1975 goal of expanding the student population by 40 percent has been met. In fiscal year 1976, student enrollment will expand from 700 to 960, an increase of 37 percent.

GRADUATE FEEDBACK

Mr. **Conte.** Doctor, you mentioned last year that the Institute was attempting to gain feedback from graduate students as one means of evaluating the Institute's program. Were you able to establish such a program? What were the results? Is any curriculum change indicated?

Dr. **Frisina.** The graduate feedback and evaluation program has been established and data are now being collected from both graduates and supervisors. As you indicated, the purpose of the program is to insure that NTID's curricula maintain relevancy in terms of the needs of both students and employers. Although the program is just beginning and the data are naturally limited, early indications are that our programs are fundamentally on target.

JOB PLACEMENT RATE

Mr. CONTE. What is the current job placement rate for Institute graduates? I recall that last year you stated that this approached 97 percent. Have you continued to enjoy the same success?

Dr. FRISINA. The current job placement rate for NTID graduates is 96 percent with the remaining 4 percent being in progress. This means that of the number of students who have graduated and are available for employment, 96 percent are now working in business, industry, government, and education and placement is in progress for the remaining 4 percent. We expect to maintain or surpass the 97-percent figure quoted to you last year, and in spite of the state of the economy, we still feel positive about reversing the previous employment conditions of the adult deaf in this country.

Mr. CONTE. What is the national job placement rate for individuals with an auditory handicap? What steps are taken by the Institute to encourage greater employment of the handicapped?

Dr. FRISINA. Prior to the establishment of NTID deaf people were found to experience unemployment and underemployment. This circumstance was highlighted in studies by Lunde and Bigman in 1959, Boatner, Stuckless and Moores in 1964 and by Kronenberg and Blake in 1966. NTID's present success indicates a potential to reverse this history. The study by Lunde and Bigman in 1959 showed that only 30 percent of deaf people who receive professional training found and held professional positions. The studies by Boatner, Stuckless and Moores in 1964 and Kronenberg and Blake in 1966 indicated that young deaf adults were concentrated in semiskilled and unskilled manual occupations. Boatner, Stuckless and Moores studied the New England region and found that the unemployment rate for young deaf adults was approximately four times the unemployment rate of young hearing adults in Connecticut and Massachusetts at that time.

Steps being taken by NTID to encourage greater employment of the handicapped include such activities as: (1) approximately 2,000 placement contacts made annually by NTID staff; (2) a National Conference on Deaf Employment in which 40 company representatives are expected to participate for 1½ days in dealing with significant aspects of deaf employment; (3) three regional seminars (in Philadelphia, Chicago, and St. Louis) in 1975; (4) dissemination of NTID literature to selected employers; (5) public service TV announcements; and (6) workshops on employment of deaf people involving directors, coordinators, et cetera, responsible for job placement of deaf people at the postsecondary level.

INSTRUCTIONAL PROGRAMS

Mr. CONTE. Last year you stated that the Institute had developed an instruction program for mathematics which was offered at other schools. Have you been able to expand the number of instruction programs available?

Dr. FRISINA. Last year at this time the Institute had assisted three secondary level programs for the deaf in developing their own mathematics learning centers patterned in some respects after the NTID/MLC, and using instructional materials developed at NTID. These were: American School for the Deaf in Connecticut; Rochester School for the Deaf in Rochester, N.Y.; and California School for the Deaf in Riverside, Calif.

Following a series of workshops and teacher exchanges, four additional programs have been added in the last 12 months. These are: Monroe County Program for the Hearing-Impaired in Ida, Mich.; St. Mary's School for the Deaf in Buffalo, N.Y.; Maryland School for the Deaf in Frederick, Md.; and Milwaukee Public School Program for the Hearing-Impaired in Wisconsin.

Particular attention has been given in the past year to refinement of prealgebra and algebra materials. Five of the seven schools this year have been cooperating in research and field testing of a revised prealgebra program which is exploring the uses of visual imagery and color within these instructional materials.

To date, NTID has distributed a cumulative total of 5,555 math modules to other programs.

The Institute has made limited distributions of other instructional materials to other programs, but only on an "as requested" basis, because the appropriateness of these materials to the secondary level has not been so apparent as for mathematics.

Learning centers in the curriculum areas of physics, science, and English have been developed and are being tested at the Institute. These will be shared with other schools after the research and demonstration phases are completed internally.

CAREER TRAINING

Mr. CONTE. What types of career training are currently offered by the Institute?

Dr. FRISINA. NTID offers a wide variety of career programs to deaf students. Students may pursue certificate, diploma, associate, baccalaureate, or master's levels in the following programs which I will insert in the record:

[Information follows:]

Accounting
Photographic marketing management
Food management
Electrical engineering
Mechanical engineering
Art and design—design
Art and design—graphic arts
Print making
Ceramics
Metals
Textiles
Criminal justice
Communication college/junior college relations—business technology
Applied software science
Instructional technologies
Packaging science—management
Electrical technology
Accounting
Office practice
Civil technology
Electronics
Electromechanical technology
Machine tool operations
Hematology technician
Microbiology technician
Medical records technician
Applied art
Printing technology
Biomedical communications
Photo management
Photo science
Printing
Biology
Chemistry
Math
Physics
Business administration
Hospital dietetics
Retail management
Industrial enginering
Art and design—art
Art and design—education (MFA)
Painting
Teaching studio art (MFA)
Glass
Wood
Social work
Community college/junior college relations—engineering technologies
Systems software science
Computer systems
Packaging science—design
Packaging science—technology
Mechanical technology
Data processing
Architectural technology
Architectural drafting
Industrial drawing
Numerical control
Clinical chemistry technician
Medical laboratory technician
Physician's office technician
Histologic technician
Applied photography
Biomedical photography
Photo illustration
Professional photography
Printing—education
Printing—technology
Medical technology
Chemical technology
Nuclear medicine technology

RECEIVING EMPLOYER FEEDBACK

Mr. Conte. In testimony last year, Doctor, you mentioned that one area being studied was the possibility of gathering feedback from employers of the handicapped. What progress has been made in getting this type of feedback?

Dr. Frisina. Our progress in receiving employer feedback data is good for this point in time. The plan calls for contacting employers at the end of 3 weeks, 6 months, 1 year, and 2 years following the placement of a graduate. The data which are beginning to come in from employers are positive, particularly in the areas of general training and skill level, peer relations, attendance, punctuality, and work attitudes.

Mr. Flood. Thank you, Dr. Frisina.

JUSTIFICATION OF THE BUDGET ESTIMATES

Appropriation Estimate

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

For carrying out the National Technical Institute for the Deaf Act (20 U.S.C. 681, et seq.) [$9,819,000 of which $1,981,000 shall be for construction and shall remain available until expended] *$9,838,000.*

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

SPECIAL INSTITUTIONS

National Technical Institute for the Deaf

Amounts Available for Obligation

	FY75	FY76
Appropriation	$ 9,819,000	$ 9,836,000
Receipts and reimbursements from non-Federal sources	937,000	1,144,000
Total Obligations	10,756,000	10,980,000

Summary of Changes

1975 Estimated Obligations	$10,756,000
1976 Estimated Obligations	10,980,000
Net Change	224,000

	Base		Change from Base	
	Pos.	Amount	Pos.	Amount
Increases:				
A. Built-in:				
1. Annualization of FY75 salaries	---	---	---	+$ 455,000
2. Salary increment	---	---	---	+ 578,000
3. Contracted student services	---	---	---	+ 68,000
4. Annualization of and rates for contracted building services	---	---	---	+ 193,000
Subtotal	---	---	---	+ 1,294,000
B. Program:				
1. Increased number of students	---	---	+26	+$ 450,000
2. Research	---	$1,139,000	+ 3	+ 461,000
Subtotal	---	---	+29	+ 911,000
Total, increases	---	---	+29	+ 2,205,000
Decreases:				
A. Built-in:				
B. Program:				
1. Furnishings & movable equipment	---	$1,981,000	---	$-1,981,000
Total, decreases	---	---	---	-1,981,000
Total, net change	---	---	---	+ 224,000

Explanation of Changes

Increases:

A. Built-in:

1. $455,000 is required to annualize partial year salaries paid in FY75.
2. $578,000 is required to increase faculty and staff salaries in line with the sponsoring institution. This amount consists of $405,000 for increased salaries, and $173,000 for concomitant overhead and fringe benefits.
3. $68,000 is required for rate increases in contracted student services for room, board and instruction.
4. $193,000 is required for rate increases and annualization of contracted building maintenance, engineering, security and utilities services. This amount consists of $142,000 for annualization of services, $31,000 for rate increases and $20,000 for building insurance.

B. Program:

1. $450,000 is needed for room, board, fees and tuition ($98,000), and faculty ($352,000) for the additional 260 students.
2. $461,000 is needed for continual support and further implementation of the research program in placement, personal and social development, hearing and speech, learning strategies, and curriculum development and evaluation.

Decreases:

B. Program:

1. $1,981,000 is decreased because the cost of furnishings and movable equipment which this figure represents is non-recurring.

Obligations by Activity
(Dollars in Thousands)

Appropriations/Activity	1975 Estimate		1976 Estimate		Change	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
1. OPERATIONS:						
a) Technical Education	150	$ 4,311	171	$ 5,671	+21	+$ 1,360
b) Personal and Social Development	25	923	28	1,263	+ 3	+ 340
c) Communication Skill Development	49	1,578	53	1,890	+ 4	+ 312
d) Administration	25	1,166	26	1,109	+ 1	- 57
e) Physical Plant	---	797	---	1,047	---	+ 250
2. CONSTRUCTION:						
a) Furnishing and Movable Equipment	---	1,981	---	---	---	- 1,981
Total	249	10,756	278	10.980	+29	+ 224,000

Obligations by Object

	1975 Estimate	1976 Estimate	Change
Grants, subsidies, and contributions..............	$10,756,000	$10,980,000	+$ 224,000
Total obligations by object......................	10,756,000	10,980,000	+ 224,000

Authorizing Legislation

Legislation	1976 Authorized	1976 Appropriation Requested
National Technical Institute for the Deaf Act	Indefinite	$ 9,836,000

(20 U.S.C. 681) Enacted June 8, 1965,
P.L. 89-36, Sec. 2, 79 Stat. 125.

National Technical Institute for the Deaf

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1966	$ 420,000	$ 420,000	$ 420,000	$ 420,000
1967	491,000	491,000	491,000	491,000
1968	2,615,000	2,615,000	2,615,000	2,615,000
1969	800,000	800,000	800,000	800,000
1970	2,851,000	2,851,000	2,851,000	2,851,000
1971	25,444,000	25,444,000	25,444,000	25,444,000
1972	7,619,000	7,619,000	7,619,000	7,619,000
1973	6,569,000	6,569,000	6,569,000	6,569,000
1974	6,487,000	6,487,000	6,487,000	6,487,000
1975	9,819,000	9,819,000	9,819,000	9,819,000
1976	9,836,000			

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Justification

	1975 Estimate		1976 Estimate		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel compensation and benefits..........	249	$ 4,672,000	278	$ 5,818,000	+29	$1,146,000
Other expenses.........	---	6,084,000	---	5,162,000	---	922,000
	249	10,756,000	278	10,980,000	+29	224,000

GENERAL STATEMENT

As a result of research that showed clearly that the history of employment of deaf people in the United States was characterized by unemployment, underemployment and job frustration, Public Law 89-36 was passed in 1965, establishing the National Technical Institute for the Deaf (NTID). This Act called for the establishment and operation of a coeducational residential facility for postsecondary technical training and education for persons who are deaf. Since 1968, when NTID's pilot group of students began their studies, students from 50 states and territories have attended NTID. By FY75, the total number of deaf students served will exceed 1,000.

NTID's mission encompasses three fundamental charges: 1) to provide technical education and training for deaf citizens to prepare them for successful employment; 2) to prepare professional manpower to serve the nation's deaf population; and 3) to conduct applied research into the social, educational and economic accommodations of deaf people, including evaluation of teaching techniques as these relate to the educational goals of deaf students wherever taught. NTID continues to determine and define the needs of the deaf population that relate to this mission.

FY76 is the second year of the fourth stage in NTID's development. This stage began in FY75, and will end with FY78. During this period, NTID projects its advancement to target enrollment of deaf students. A facility shakedown will continue during this period. The heating, ventilating, air-conditioning, plumbing and electrical systems and all the physical facilities will continue checkout and review. Training of new staff and enhancing skills of incumbent staff will be a major activity.

NTID will implement strategies designed to fulfill its mission through five subactivities: 1) Technical Education, 2) Personal and Social Development, 3) Communication Skills Development, 4) Administration, and 5) Physical Plant Operations. An overview of each area is presented.

Operations

	1975 Estimate		1976 Estimate		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel compensation and benefits..........	249	$ 4,672,000	278	$ 5,818,000	+29	+$1,146,000
Other expenses.........	---	6,084,000	---	5,162,000	---	+ 1,059,000
TOTAL.............	249	$ 8,775,000	278	$10,980,000	+29	+$2,205,000

NARRATIVE

The 1976 budget request for NTID's operations represents an increase of $2,205,000 and 29 new positions over the 1975 appropriation. A distribution of these funds and positions is illustrated below.

1. Technical Education	150	$ 4,311,000	171	$ 5,671,000	+21	+$1,360,000
2. Personal and Social Development.........	25	923,000	28	1,263,000	+ 3	+ 340,000
3. Communication Skills Development.........	49	1,578,000	53	1,890,000	+ 4	+ 312,000
4. Administration......	25	1,166,000	26	1,109,000	+ 1	- 57,000
5. Physical Plant......	---	797,000	---	1,047,000	---	+ 250,000
TOTAL.............	249	$ 8,775,000	278	$10,980,000	+29	+$2,205,000

Technical Education--

The total increase for this activity consists of $1,360,000: $640,000 is for annualization of partial year salaries--salary increases as required by the sponsoring institution--and associated fringe benefits and overhead; $26,000 is for increased rate for constructed instructional services; $279,000 is for technical training and placement of the 260 additional students and for development of additional programs; and $231,000 is for applied research. The remaining $184,000 is a statistical transfer charge necessary to assign the costs of centralized work processing and materials reproduction to programmed areas.

The technical education programs at NTID are designed to provide post-secondary deaf students with opportunities to prepare for and pursue successful careers as technicians, paraprofessionals, and professionals in science, technology, and applied art, thereby making it possible for them to become independent members of society. At least 75% of deaf students take most of their career-related courses in this area, while the remaining 25% take most of their courses in other colleges at RIT.

Table 1. Percentages of deaf students enrolled in technical programs.

Career Area	Percent of Students
Business Technologies	23%
Engineering Technologies	30%
Technical Science	16%
Visual Communications Technologies	26%
Social Sciences	5%
TOTAL:	100%

Table 2. Total number of cooperative work placements forecast for deaf students during FY76.

Career Area	Number of Students
Technical Science	28
Business Technologies	56
Engineering Technologies	70
TOTAL:	154

Table 3. Forecast of students graduating during FY76.

Career Area	Number of Students
Visual Communications	48
Technical Science	21
Engineering Technologies	66
Business Technologies	54
Social Sciences	8
TOTAL:	197

Personal and Social Development--

The total increase for this activity consists of $340,000: $104,000 is for annualization of partial year salaries--salary increases as required by the sponsoring institutions and associated fringe benefits and overhead; $42,000 is for increased room and board rates; $76,000 is to accommodate the increased number of students' personal and social development activities; and $38,000 is for expanding applied research efforts. The remaining $80,000 is a statistical transfer charge necessary to assign costs over centralized work processing and materials reproduction to programmed areas.

Experience has shown that deaf students at NTID require substantial personal and social development through credited courses in Developmental Education. Data are presently insufficient to fully substantiate what the precise needs are, and the specification of an appropriate personal/social profile with corresponding measurable parameters is a high program priority in FY 1976. NTID's Dev. Edu. in concert with the other divisions of NTID, will gather data on a personal/social profile of NTID students, leading to a determination of clusters of objectives needed for deaf students. Until an appropriate personal/social profile is established, Developmental Education courses will be offered on the basis of past experience. Other general education courses for credit will be offered to enhance the personal/social development of students. In particular, courses offered through the Experimental Educational Theater will provide theater arts courses to 15% of the NTID students per quarter for an average of two credit hours per student.

Communication Skills--

The total increase for this activity consists of $312,000: the majority of this amount--$196,000--is for annualization of partial year salaries--salary increases as required by the sponsoring institutions--and associated fringe benefits and over head; $38,000 is to accommodate the increased number of students in hearing and speech programs; and $78,000 is for expanding applied research.

Communications Profile data demonstrate the needs NTID students have in communication skill development. The needs for FY76 are projected on the basis of history of use of the Communication Profile and the apparent needs associated with each dimension of the Profile.

Each Fiscal year, 75% of the students (360) require credited courses in remedial and technical English from the NTID English Learning Center; 80% of the students (144) require courses in aurual rehabilitation including Speechreading, Auditory Training, Orientation to Hearing Aids and Communications Aids; 95% of the NTID students (240) require instruction in oral skill development including credited courses in Speech Production, Public Speaking and other oral skills; 35% of the deaf students (24) require instruction in Manual Communications skills.

Experience has demonstrated that the communication barriers to understanding or being understood in classrooms and other activities in an environment predominantly of hearing persons would prevent approximately 95% of deaf students from fully learning or participating in these activities without special assistance from skilled interpreters. Upon student request, skilled interpreters will be provided in all academic and co-curricular environments at NTID.

Administration--

NTID's administrative activities are organized to plan, implement, and evaluate the total picture of operations and resources required to achieve the mission and goal of NTID as designed in P.L. 89-36, and the NTID Guidelines and to meet the annual objectives set for NTID. A net decrease of $57,000 in this area is a result of charging back the costs of cnetralized work processing, administrative services, and materials reproduction to internal user departments (minus $264,000); $93,000 is for annualization of partial year's salaries--salary increases required by the sponsoring institution --and associated fringe benefits and overhead; and $114,000 is for expanded institutional and managerial research into the areas of planning, budgeting, and institutional reform.

Physical Plant--

The total increase of $250,000 associated with a full 12-month operation consists of: $142,000 for annualization of services; $31,000 for utility rate increases; $20,000 for insurance on the $27.3 million complex; and $57,000 for increased student and institution support service level.

NTID's newly constructed facilities became available for the first time during the last quarter of FY74. The general responsibilities of caring for these facilities include activities of maintaining the integrity and safety of the academic building, the residence hall and the dining hall and their dedicated grounds and preserving their investment values. A major aspect of these activities during FY76 will be the culmination of shakedown tests of all facilities and their modifications as appropriate to support program needs. Other activities will be concerned with maintaining the reliability of operation for all utility and environmental control systems for these facilities; providing custodial, maintenance and repair services as required for the facilities; specifying and constructing alterations, improvements and additions to the facilities and related equipment as may be required to satisfy changing space needs; landscaping of the grounds; preparation of the facilities for special events; maintaining operations for receiving, shipping and warehousing of materials; and maintaining a stock of general office supplies.

Special Institutions

National Technical Institute for the Deaf

Program Purpose and Accomplishments

Activity: Operations (National Technical Institute for the Deaf; Public Law 89-36)

1975			1976	
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
249	$7,838,000	Indefinite	278	$9,836,000

Purpose: The National Technical Institute for the Deaf (NTID) began with the passage of Public Law 89-36 in 1965. The Institute is supported by Federal appropriation and student fees. NTID was established and begun at the Rochester Institute of Technology (RIT) in 1966 to serve three fundamental purposes: 1) to prepare deaf citizens for direct technical employment and for full participation in community living; 2) to train professional personnel to serve the deaf nationally; and 3) to influence education, training and career placement of deaf citizens through applied research.

These purposes resulted from research on the history of employment of deaf people that clearly showed the deaf population of the United States to be characterized by unemployment, underemployment and job frustration.

Explanation: NTID was planned to be an important agent to solve the employment problems of the deaf, through: providing a defined number of young deaf people with technical, personal-social, and communication skills required for their serving as productive rather than dependent citizens; training professional manpower needed to provide these skills to an even larger number of deaf people of all ages; gathering vital data about satisfying educational, social and economic needs of deaf people; planning, carrying out and evaluating the total pictures of activities and managing the resources required to achieve the three purposes, managing and operating the facilities required for carrying out programs; and, through providing these services for young deaf people, to be an example of how the needs of the deaf and other groups of people deprived for a long time can be served by an institution of higher learning that before had not been directly involved with these groups.

Accomplishments in 1975: Career development opportunities and instruction were provided for 600 students leading toward technical and general education skills preparing them for jobs, or working with the deaf.

All support services required for deaf students to successfully pursue their education at NTID were provided.

The special program services required to support instruction were provided.

Active applied research in all phases of NTID's operations was carried on. Specific projects were directed toward improving the teaching of deaf persons, providing for their enhanced learning, enhancing their economic accommodation in society, improving their communication skills, and raising their level of socialization.

In-service training and community training services were provided for new NTID staff, for professionals working with the deaf and to members of the general public interested in the welfare of deaf people. A full-time equivalent of 100 professional training students were served.

Concurrent with moving into the new facilities, the level of sophistication of programs and strategies began to provide for broad scale information dissemination; statistical information on career readiness, mobility, communication needs and other problems, and other information directly relating to program evaluation and modification of curricula was substantially increased.

The programs, centralized services, and physical facilities, and the executive direction for NTID were all directed toward meeting the basic needs of the deaf population for which NTID was intended. The highly successful move to the new facilities, initiation of facilities shakedown, and operations in a new environment achieved one of NTID's prime objectives.

Objectives for 1976:

1. Planned Growth of Student Body

The enrollment of deaf students in FY76 is planned at 730 (600 in FY75); these students will be provided with technical education courses on a year-round basis. To support an increased enrollment and reflect current national employment and student needs, several new curricula will be introduced in FY76 including Small Web Press Operation, Microfilm Technology and Criminal Justice. Several other curricula will be developed and evaluated.

Experience has shown that deaf students require substantial personal and social development through formal course work. Developmental Education courses will be provided for all deaf students. Courses offered through NTID's Experimental Educational Theater will also provide general education to enhance the personal/social development of students for purposes of improving job opportunities.

Deaf students will continue to exhibit a need for experiences with the social and cultural activities of their community, enhanced personal problem-solving skills, leadership skills, and increased information on current events. Accordingly, NTID will enlarge its social/cultural programs to accommodate the increased student body.

Experience has shown that all students entering NTID in FY76 will need academic assistance in selecting majors during their first year. At least 25% of all NTID students will need individual counseling at an average rate of four hours per student, per quarter.

Communication Profile data demonstrate that deaf students at NTID will require communication skills development in remedial and technical English; aural rehabilitation including speechreading, communication aids and auditory training; oral skill development including speech production; and other skills specific to individual students' needs for education and employment.

In FY76, 230 full-time equivalent students (100 in FY75) will receive professional training for working with deaf persons and for working within the NTID environment.

2. Applied Research

NTID's research activities will be heightened during FY76 as a result of what is being learned about the operation of programs in the new facilities and what has been learned from students' progress and subsequent job success. In FY76, research in personal and social development will increase to study means of raising students' levels of development in this area, to study the effect of living arrangements at NTID on the development of students, and to consider ways of enhancing mobility of deaf workers. Concerns of research in communication skill development include ways of using electronic devices to give visual feedback of speech to deaf individuals, ways of improving techniques of helping hearing-handicapped individuals make optimal use of their residual hearing, ways of improving speech production, and ways of evaluating current techniques of therapy. Cognitive processing research will study the use of computer-assisted instruction to enhance learning rates of deaf students and ways to individualize English language instruction to language-handicapped individuals. Curriculum development and evaluation research will study the use of modular instruction to teach technical skills to deaf students.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

SPECIAL INSTITUTIONS

National Technical Institute for the Deaf

Amounts Available for Obligations

	1976 Interim Period
Appropriation	$2,932,000
Receipts and reimbursements from non-Federal sources	338,000
Total obligations	3,270,000

Obligations by Activity

	1976 Interim Period	
	Pos.	Amount
Operations:		
(a) Technical education	14	$1,635,000
(b) Personal and social development	2	425,000
(c) Communications skill development	4	687,000
(d) Administration	---	271,000
(e) Physical plant	---	252,000
Total obligations	20	3,270,000

Obligations by Object

Grants, subsidies and contributions	$3,270,000

Narrative

Estimates for the three-month interim period--$2,459,000--are based on one-fourth of NTID's 1976 budget estimate, plus an additional $473,000 for twenty new faculty ($101,000); special summer training programs ($113,000); faculty and staff merit ($152,000); annualization of FY76 partial year salary ($76,000) and contracted services ($31,000).

The purpose of this request is to permit NTID to augment its academic program activities during the interim period to take care of built-in cost increases and program expansion related to anticipated enrollment increases.

TUESDAY, MARCH 18, 1975.

NATIONAL INSTITUTE OF EDUCATION

WITNESSES

EMERSON J. ELLIOTT, ACTING DIRECTOR

CARL H. PFORZHEIMER, MEMBER, NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

SENTA RAIZEN, ASSOCIATE DIRECTOR, DISSEMINATION AND RESOURCES

ERNEST RUSSELL, ASSOCIATE DIRECTOR, ADMINISTRATION

JOHN CHRISTENSEN, BUDGET OFFICER, PLANNING AND MANAGEMENT

CHARLES MILLER, DEPUTY ASSISTANT SECRETARY, COMPTROLLER

Mr. FLOOD. The committee will come to order.

We now have the National Institute of Education. The presentation will be made by Emerson Elliott, the Acting Director of the National Institute of Education. You have some people with you.

Mr. ELLIOTT. Yes, sir, I do. I would like to introduce them across the table. From your left, you know Mr. Miller, of course. Ernest Russell is our Associate Director for Administration; Senta Raizen is the head of our dissemination programs; Carl Pforzheimer is a member of our Policy Board; and then John Christensen, who is our Budget Officer and Acting Head of our Planning and Management Office.

Mr. FLOOD. We have biographical sketches of you, Mr. Elliott, and Mr. Pforzheimer which we will place in the record at this point.

[The sketches follow:]

Name: Emerson J. Elliott.

Position: Acting Director.

Birthplace and date: Ann Arbor, Mich., November 13, 1933.

Education: Albion College, Albion, Mich., A.B. degree, 1955; University of Michigan, M.A., 1957.

Experience:

1970–72: Deputy Chief, Human Resources Programs Division, Office of Management and Budget;

1967–70: Assistant Director for Education Programs, Human Resources Programs Division, Bureau of the Budget;

1960–67: Budget Examiner, Federal Education Programs, Bureau of the Budget.

On staff of White House Task Forces on Education of 1964 and 1957; executive secretary of 1966 White House Task Force on Early Childhood and of 1967 White House Task Force on Financing of Public Broadcasting. Principally responsible for special analysis on Federal education programs included in Presidential budgets for 1969, 1970, and 1971.

Awards: Phi Beta Kappa, 1955;

Fellowship in Metropolitan Studies, University of Michigan;

William A. Jump Meritorious Award for Exemplary Achievement in Public Administration, 1970.

Name: Carl H. Pforzheimer, Jr.

Position: Member of the National Council on Educattional Research.

Birthplace and date: New York, N.Y., July 17, 1907.

Education:

Horace Mann School 1924;

Harvard University AB 1928;

Harvard University MBA 1930.

Experience:

1933 to present: Carl H. Pforzheimer & Co.; 1968 to present, senior partner; 1947–68, managing partner; 1934–47, partner.

1930–32: Bank apprentice in France, Germany, and Great Britain.

President and director, Petroleum and Trading Corp., New York City; director, Security Mutual Life Insurance Co. of New York, Binghampton; director, One Fifty Central Park South, Inc., New York City.

Memberships:

President, Carl and Lily Pforzheimer Foundation, Inc.;

Trustee, Mount Sinai Medical Center and chairman, investment committee;

Member, Research Libraries Committee of the New York Library;

Member, Harvard Overseers Visiting Committees of the University Library and of the Graduate School of Education;

Member, National Board, National Book Committee;

Vice chancellor of the New York State Board of Regents;

Director, National Academy for School Executives, American Association of School Administrators;

Commissioner for New York State to Education Commission of the States;

Member, The Rockefeller University Council.

Also serves as trustee, director, member, president, or other officer of a variety of other committees, associations, and/or groups. Is also a member of the Westchester Country Club, Grolier Club, City Midday Club, N.Y., Harvard Club, N.Y. and Boston, Army and Navy Club, Washington, Union Interalliee, Paris, and the Fort Orange Club, Albany.

Distinguished service awards:

National Conference on Government;

Horace Mann School Alumnus;

Boys' Clubs of America;

Harlem Prep;

Council of Chief State School Officers;

National Association of State Boards of Education;

National Conference of Christians and Jews.

Mr. Flood. You have a prepared statement. How do you want to handle this?

Mr. Elliott. I would like to read through the prepared statement and after I make a couple of introductory comments, there is a further statement from Mr. Pforzheimer which I believe the staff has available so the committee can follow it. Then I have some concluding remarks after that.

Mr. Flood. All right. Go ahead.

Mr. Elliott. Mr. Chairman and members of the subcommittee, I am happy to be here today to explain the request of the National Institute of Education for $80 million in fiscal year 1976. This request represents an increase of $9,644,000 above the fiscal year 1975 revised budget of $70,356,000. The programs which would be carried out by our request mark significant changes in both emphasis and direction for the Institute—changes that we believe make NIE more responsive to congressional concerns. Before highlighting these programs and describing the problems they are designed to address, I would like to introduce Dr. Carl Pforzheimer, a member of the Presidentially appointed National Council on Educational Research, the Institute's policymaking body. With your permission, Dr. Pforzheimer will make a short statement outlining how the fiscal year 1976 budget was developed in response to concerns of the educational community and the Congress. His biographical sketch has been supplied to the subcommittee.

Mr. Pforzheimer. First I bring you very deep regrets from our Chairman, John Corbally, who is president of the University of Illinois. At the very last moment he was very urgently detained and he sends his very deep apologies.

Thank you, Mr. Chairman and members of the subcommittee, for this opportunity to talk with you about the proposed fiscal year 1976 appropriations for the National Institute of Education. The National Council for Educational Research, after discussing the issues involved in this budget for several months, has adopted a program which we believe will make a strong contribution to improving the quality of education for all Americans through research and development.

The proposed fiscal 1976 budget program is responsive. It is a national agenda derived from many sources, including expressions of State and local needs by educators, researchers, policymakers, and educational associations who have counseled the Institute over the past 18 months and frequently participated in the development and assessment of individual activities. In the Council's deliberations, much attention was focused on congressional concerns expressed during the fiscal year 1975 appropriations process and on issues of major public policy identified in various sections of the Education Amendments of 1974. Responding to these expressions of interest, the Council adopted by resolution two major objectives for the fiscal year 1976 budget program. The first is to bring the results of research, development, and exemplary practice to more widespread use in schools throughout the Nation. The second is to seek solutions to four specific problems confronting American education.

Fundamentally, the Institute is not seeking to reinvent the wheel; but rather to aid and encourage the development of the problem-solving capabilities already in existence in the educational systems at the State and local levels and within other educational groups around the country. This is reflected in a priority effort to help the various educational systems adapt sound research and development into solutions responsive to current problems.

On behalf of the Council, thanks for the opportunity to express to you enthusiastically in person the strong support we all feel for the programs being developed by leaders of the Institute; and to confirm support for the funds which the Institute is seeking to implement the priorities which have been set for it by the Council. Mr. Elliott will now continue his statement and will highlight the programs adopted by the Council. Mr. Chairman, I shall, within my competence of course, be happy to answer any questions you may have.

Mr. ELLIOTT. As Dr. Pforzheimer has said our programs emphasizes first, the dissemination to local schools and State education agencies of proven new techniques and practices and, second, the search for solutions to a limited number of specific problems facing American education. The search for solutions will focus on four areas:

One, the process of teaching, learning and measuring basic education skills, particularly reading.

Two, school finance, productivity and management.

Three, the relationship between education and work.

Four, assisting schools in providing more adequate education for many students who have been unfairly limited by their ethnic or language background, sex or poverty.

We entitled this last as "Education Equity."

The Institute plans to devote approximately 60 percent of its total budget request to these four problem-solving programs and 23 percent to our dissemination program.

DISSEMINATION

An amount of $18,343,000 is requested for fiscal year 1976 to support efforts to disseminate promising new ways of teaching and learning or improved methods of managing schools. This is a significant $12,472,000 increase over the fiscal year 1975 spending level. Past efforts to make research and development products and techniques widely useful to teachers and administrators have often not succeeded. Effective linkages between education researchers and classroom teachers have been largely missing. The Institute will launch an expanded dissemination effort to strengthen direct personal contacts among existing organizations, such as State education agencies, "intermediate" school service districts and professional education association networks. We do not propose to establish any new nationwide system of communications within the education community. Instead we intend to strengthen existing means of imparting information, providing training and technical assistance, relying on the credibility and effectiveness of long-established communications channels. The fiscal year 1976 dissemination program will fund projects involving approximately 40 States, 450 local education agencies, and 2,500 education personnel who provide dissemination services.

BASIC SKILLS

Requested for fiscal 1976 is $13,913,000 to acquire knowledge that can help children obtain the basic skills—especially reading comprehension—they need to function effectively in our society. While research in the past 20 years has led to improved teaching methods and instructional materials for children in the first three grades, developing a full understanding—or comprehension of what they read is a major problem for an estimated 20 million Americans who can barely complete applications for unemployment benefits or bank loans or make out their income tax returns. The burden falls more heavily on poor and minority families. Studies to combat this problem will use the latest in research findings and new developments. They will provide resources for teachers to help children in grades 4 through 6 develop basic comprehension skills.

EDUCATION EQUITY

As you are aware, the States are responsible for education of American children. The Institute's education equity program will help schools provide more meaningful education programs for the many students who are unfairly limited in their educational options because of their home language and culture, ethnic and racial background, sex or economic status. For example, we know that of the estimated 50 million children in schools, 6 million are from non-English-speaking families. Eighty percent of the proposed education equity budget of $5,438,000 is designed to improve bilingual and multicultural programs in both elementary and secondary schools.

EDUCATION AND WORK

Few issues have held the sustained attention of the American public as has the relationship between education and work. A recent Gallup Poll reported that more than 90 percent of the students and adults surveyed wanted more job-oriented education. A major observation of several recent studies of the American high school has been that schools are too removed from the community and students are too isolated from individuals in other age groups. Our education and work program seeks to close the gap between education of our youth and adult work experiences and responsibilities. It will develop ways students can gain meaningful work experience as part of their formal education without jeopardizing any adult's job. Additionally, proposed projects will concentrate on improving and expanding guidance, counseling and placement services for students of all ages. The budget requests $9,908,000 for the education and work program in fiscal 1976.

FINANCE, PRODUCTIVITY AND MANAGEMENT

We find today that the ability of educational agencies at all levels to provide efficient and effective services is threatened by shifting enrollment, rising costs and court requirements for new distributions of educational funds. In fiscal year 1976 the Institute plans to devote 23 percent of its budget, or $18,301,000 to issues in finance, productivity and management. Our activities will help schools and school systems develop better approaches to planning, decisionmaking and management to meet demands for improved performance and greater diversity of programs while reducing rising costs. They will also provide for (1) close work with school finance policymakers to develop analyses of school finance reform issues and (2) examination of questions States face as they debate competency-based education, where education credits are based on the skills and knowledge individuals have actually acquired.

PROGRAM DIRECTION AND ADMINISTRATION

To carry out our programs for fiscal 1976, the Institute is requesting $40.7 million to support 340 full-time permanent staff, the National Council on Education Research and related support services. Our staff will carry out the planning of programs, seeking advice from the educational community; will announce competitions, review proposals, and monitor grants and contracts; and make information available on its activities. Administrative expenses will also maintain the library and computer research facilities and a fellows program which bring expert researchers and school personnel to the Institute on a short-term basis to develop and carry out specialized research activities.

In summary, Mr. Chairman, our budget submission to you requests $80 million for fiscal year 1976 to support activities to bring the results of research, development, and exemplary practice to use in the schools and to seek solutions to four major problems in education. Dr. Pforzheimer and I will be happy to answer any of your questions.

If you will permit me just another brief minute to make some other points for your consideration. I wish very much, Mr. Chairman, that you would have not an acting but an actual director before you this morning. I believe that appointment is moving along well in the White House and the security check is now underway.

But the Institute and the Executive Branch have done a number of things, I think, to respond to the comments that have been made by the Congress over the past year with regard to NIE. We now have a duly installed chairman, a fully functioning council. We have a new program. We have a program which is responsive, I think, to the concerns of both the Congress and the educational community. It emphasizes dissemination and it emphasizes the search for important problems in American education.

This program has been fully considered and adopted by the National Council on Education Research, as Mr. Pforzheimer has just said.

Finally, we have a new bill which will continue the authorization for the National Institute of Education, which only yesterday was transmitted by the administration.

Thank you very much.

APPOINTMENT OF THE NEW DIRECTOR

Mr. FLOOD. When the Secretary was here, I asked him again when will the new director be appointed for this National Institute of Education. HEW seems to be like actor's equity. Everyone is "acting". It's cluttered up with actors down there. I met about a dozen in the last 2 months. I have nothing against actors, of course.

Where does this appointment stand for the director? Where is it this morning at 10 o'clock?

Mr. ELLIOTT. It's my understanding, Mr. Chairman, that a selection has been made and that it's in security clearance. I believe that it's moving along fairly rapidly. I can't give you a date, sir.

Mr. FLOOD. Security clearance?

Mr. ELLIOTT. Correct.

Mr. FLOOD. That can go on for quite a while, you know.

Mr. ELLIOTT. I am well aware of that. I think, however, in this case it has already been going on for sometime and I hope the time is nearly concluded.

NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Mr. FLOOD. I hope you get your hope.

This National Council of Educational Research provides policy guidance for the Institute. This Council's first Chairman resigned in October. Who do you say has been appointed as new Chairman of the Council?

Mr. ELLIOTT. Dr. John Corbally, who is the head of the University of Illinois, has been appointed by the President. He is now functioning as Chairman of the Council.

Mr. FLOOD. Are there any vacancies currently on the Council?

Mr. ELLIOTT. There are currently two vacancies on the Council. The President has made within the last 2 or 3 days a nomination for one of those. The other vacancy expires I believe in June or July. It's my understanding that there may not be a nominee for that position.

REAUTHORIZATION OF THE INSTITUTE

Mr. FLOOD. The authorization for this Institute expires this coming June 30 and here we are in the middle of March. It will expire June 30. Do you expect the authorization to be extended beyond that date?

Mr. ELLIOTT. Mr. Chairman, I very much expect the authorization to be extended. I would like to bring to your attention an automatic extending provision which is a part of last year's elementary and secondary amendments.

Mr. FLOOD. Are you recommending that the committee proceed on the appropriation on the basis of this automatic extension provision in the general education law?

Mr. ELLIOTT. Yes, sir. We are recommending that that provision take effect. I think it depends on whether or not the Congress is able to conclude its action on the bill which the administration has now transmitted to the Congress. I believe realistically that congressional consideration will go beyond June 30.

Mr. FLOOD. The administration has finally transmitted it to the Congress. So now the Congress, despite everything else that is going on, is expected to act right away on this legislative proposal.

Mr. ELLIOTT. I think that because of the automatic extender that there can be certainly whatever full consideration is required by that proposal.

Mr. FLOOD. Will you be proposing any significant changes in this authorization legislation?

Mr. ELLIOTT. What we are proposing in the authorization legislation, Mr. Chairman, is that we would share with the Congress what the program categories or priorities that are already presented in the budget so that the authorizing committees would have a similar opportunity to discuss what the Appropriations Committees are considering as to what is the intent of the Congress that we do.

RETURN TO BASICS

Mr. FLOOD. The Institute was created in 1972 with a mandate "to begin serious systematic search for new knowledge." The President and the Commissioner at that time talked with really great enthusiasm about this—it's interesting, let me quote your phrase again—"leading edge of education progress in the United States."

Today, as I am sure you have heard after years of educational innovation, we have school boards, parents, even the school kids themselves all demanding now a return to the ABC's. All these wonderful educational experiments are producing graduates who can barely read or write. What do you think? Should the country go back to the basics in the schoolhouse or not? This would sort of put the Institute out of business, wouldn't it?

Mr. ELLIOTT. Mr. Chairman, I think that the decisions as to what the educational program should look like in its community are decisions that must be made by that community. But clearly one of the major objectives that everyone I think would share is that the schools do have a responsibility in the basic skills.

We have a program that is designed to help schools in their teaching of the basic skills and it is primarily directed at one step beyond what you usually hear about reading, which are the first three grades of elementary school. Our program is addressed to the next age beyond that, grades four, five and six, where most of the people who seem to be falling behind first began to experience real difficulties. I think everyone would agree that reading and the basic skills are an extremely important and urgent part of any school's program, regardless of any other decisions that a community might make.

RESEARCH AND DEVELOPMENT THROUGHOUT THE FEDERAL GOVERNMENT

Mr. FLOOD. If you think, and apparently you do, that the Institute should continue to exist, why not take over all of the educational R. & D. throughout the whole Federal Government, including all the other parts of HEW, the National Science Foundation, Agriculture, and so on?

Mr. ELLIOTT. Mr. Chairman, I am afraid that there are a number of different ways that the Government might be put together. One, for example, would put all research programs together. Another might put all agriculture programs together. Another might put all social programs together. We don't pass the laws. We try to administer them as the Congress has enacted them, and we have a pretty full plate, I think, right now just trying to administer the National Institute of Education.

PROPOSALS FOR FISCAL 1976

Mr. FLOOD. We ask you now to do that. You have been under the guns for sometime. What do you think now? Are there any proposals now, or ideas, or suggestions?

Mr. ELLIOTT. Essentially the proposal that we are making is that the Institute really needs to establish a good solid track record of doing research that is useful to the American educational community.

Mr. FLOOD. When? Now?

Mr. ELLIOTT. The proposal is for 1976. We are setting before you a program that is not largely expansive. It provides an $80 million program which is the same figure that was passed on the House floor last year. It is a program that is designed to be responsive and that will give us a chance to show that education research and development can be very useful to the education community and to the decisionmakers.

PROGRAMS IN THE OFFICE OF THE SECRETARY

Mr. FLOOD. In the Office of the Secretary there is a policy research activity which supports research, of course, focused on problems of education for bilingual and the disadvantaged youth. How does this research that you support in these areas I just mentioned differ from the research conducted in the Office of the Secretary in the field of education? What is the difference?

Mr. ELLIOTT. Sir, the Office of the Secretary does in some cases carry on evaluations as to how Federal programs are operating or what some new investments might be. The Office of the Secretary does not carry on research, for example, in bilingual education. That is the responsibility of the NIE.

STUDY OF TITLE I PROGRAMS

Mr. FLOOD. What about the disadvantaged youth?

Mr. ELLIOTT. Again, the Secretary's office would be involved in evaluations. They might be involved in making some studies that would look forward to how different Federal program might fit together. In the case of NIE, as you may recall, we have a $5 million appropriation which the Congress has already made for studying the title I programs and compensatory education. That is a policy study. It falls in the category that you mentioned just a moment ago.

The intent of it is for the National Institute of Education, through its studies, to provide information that will help the Congress in 1977 when it next renews the Elementary and Secondary Education Act.

ACTIVITIES IN POSTSECONDARY EDUCATION

Mr. FLOOD. What kind of research are you doing in the field of postsecondary education?

Mr. ELLIOTT. In the field of postsecondary education there are a number of different activities. One is at the State University of Nebraska, where we are very much interested in supporting—through technology, television, and other media—ways in which people who stay in their homes can have access to higher education—that is people who don't have the opportunity which many of us do to be in an urban area where a university is very convenient.

Another project in postsecondary education provides important data that helps university presidents; boards of trustees, and State education departments make decisions. I have a letter here from Senator Katz from the State of Maine who comments on one of our projects which is called the national center for higher education management systems. That project provides data on higher education which Mr. Katz writes about in this way: "One of our university campuses at Presque Isle has made use of the NCHEMS data collection systems and for the first time, I, as a working legislator, begin to get a view of just where our dollars go. I am, of course, aware that educators are uneasy about trusting politicians with raw data capable of misinterpretation, but it is the first blue sky to appear on my legislative horizon. What I am saying, Mr. Elliott is that I need help. I need help to reassure myself about the validity of my decisions and to handle the hostile but very proper questions of my colleagues."

Mr. Katz urges that we continue to support this project, which is one of our higher education projects.

Mr. FLOOD. It's very interesting that you just happened to have one of those with you. You just happen to have a verse and chorus.

COMPETENCY-BASED EDUCATION

Mr. ELLIOTT. I just happened to have that one, sir.

Another area is one we call competency-based education. As you may know, there are 17 States which already have passed legislation which requires that teachers be certified on the basis of their skills rather than on the basis of the number of years they spend at schools.

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

Mr. FLOOD. We are soon going to hear about the budget for the fund for the improvement of postsecondary education.

Mr. ELLIOTT. Yes.

Mr. FLOOD. Oddly, the authorization for this expires on June 30.

Mr. ELLIOTT. Yes.

Mr. FLOOD. The same time as yours does.

Mr. ELLIOTT. Yes.

Mr. FLOOD. Why wouldn't it be a good idea to terminate that program and let the institute take over all the research for all postsecondary education? What would be the matter with that?

Mr. ELLIOTT. Mr. Chairman, that program is not what either we or the fund would call research. The primary intent of the fund's program is to support putting new changes into place in individual institutions. That is, where an institution wants to begin a new program, the purpose of the fund is to help that institution pay some of the costs.

It may be that it would be useful in some cases for the institute to join up with the fund and help all of us understand in a more systematic way what actually is happening so that other institutions could make use of it more readily. The primary intent of the fund is not to support research but rather to help institutions put new programs into place.

AMOUNT FOR NEW ACTIVITIES IN FISCAL 1976

Mr. FLOOD. There seems to be, I notice, something magic, almost sacred, about the figure of $80 million—not $79.5 million or any other point, but $80 million. It's a nice round fat number. You are requesting $80 million in this budget. How much of this is for new activities and how much is for the continuation of existing projects?

Mr. ELLIOTT. Out of the total of $80 million, sir, $31.7 million is for new activities and $48.3 million is for the continuation of existing projects, including the administrative expenses of the Institute. This compares with $26.5 million which is the total amount the Institute has had available for new initiatives since its inception.

SALARY LIMITATION

Mr. FLOOD. You are requesting the deletion of language that was contained in the 1975 appropriation act which prohibits the payment of salaries in excess of the Institute Director.

Mr. ELLIOTT. Right.

Mr. FLOOD. Or the Commissioner of Education?

Mr. ELLIOTT. Right.

Mr. FLOOD. Will you explain your reasons for deleting that provision?

Mr. ELLIOTT. Yes, sir. That provision provides a $36,000 salary ceiling. It's our understanding, from a survey that has been made by the National Science Foundation, that approximately 15 percent of all of the doctoral scientists in the fields that are particularly of interest to the Institute, such as psychologists, economists, and computer specialists, and so on, receive salaries exceeding that $36,000 figure. We believe that over a period of time the limitation would keep the Institute from making grants to or contracts with some of the most capable performers. We think that that will eventually impede our work.

Mr. FLOOD. You can and you should expand that for the record. If you possibly can, include the names and salaries of individuals who are affected by this provision.

Mr. ELLIOTT. Yes, sir. There are about a dozen in total who are affected this year.

[The information follows:]

EXPLANATION FOR DELETING $36,000 SALARY LIMITATION FROM APPROPRIATION LANGUAGE

We are as yet unaware of any instance in which an agency or university has refused to do business with NIE because of the $36,000 salary limitation. However, since this limitation only became effective in December of 1974, and we have issued few requests for proposals and no grant announcements since that time, the limitation is virtually untested. In addition, we believe the labs and centers had no choice during the renewal of their contracts in December but to go along with the congressional limitation.

A study conducted by the National Science Foundation reveals that we can expect more and more professionals in the research field to be earning $36,000 and more in the next year. The projections from that study, done in June of 1973, indicate that 15 percent of all doctoral scientists in fields of particular interest to NIE, such as psychologists, economists, and computer specialists will be earning an annual salary of approximately $40,000 in 1976.

In the course of contract renegotiations we compiled salary information showing that 11 institutional directors or key employees were earning in excess of $36,000. There are also 2 or 3 employees at the University of Wisconsin Research Center who earn more than $36,000 per year, but they are paid out of State funds and, therefore not covered by the limitation. 1974 estimates range up to $47,500 for these individuals. All have since accepted salary adjustments in order to complete work funded by NIE.

This provision also places NIE at a competitive disadvantage compared with other agencies within HEW in attracting contractors and grantees, since no other one is bound by a similar restriction. For example, NIH which operates in a similar fashion is not so limited regarding its contractors and grantees.

Furthermore, we have been advised by the Office of General Counsel that this limitation also precludes any of our contractors or grantees from hiring even on a part-time basis any person who earns in excess of $36,000. This means that NIE will not be able to utilize many exceptionally talented people for even a small percentage of their time. Because of cost-of-living increases and continuing inflationary trends, we believe that this airtight $36,000 limitation will prove a serious impediment. Should the limitation remain in effect, NIE would undoubtedly have trouble enlisting the best available individuals to carry out its mission.

DISSEMINATION ACTIVITIES

Mr. FLOOD. One of the criticisms very often raised against educational research is that there is little or no return for all the millions that are being spent on the projects each year. In other words, there seems to be a wide gap between this business of the researcher and the teacher. They don't speak the same language. I think the budget is proposing $18 million for dissemination. That is triple the amount for last year.

Mr. ELLIOTT. Right.

Mr. FLOOD. Do you think that is going to bring research into the classroom?

Mr. ELLIOTT. Yes, sir; we very clearly do.

Mr. **Flood**. You very clearly do?

Mr. **Elliott**. We very much expect it to come to the classroom. I would like to ask Mrs. Raizen, in just a moment, to expand on this.

I would like to make a point here, that we are interested not just in having the research gather dust on the shelves as it has so much in the past but actually getting the results of this substantial investment of the Federal Government from the past 15 years used in the classroom.

I would point here to the example of the Department of Agriculture and the Agricultural Extension System. In that system, something on the order of 35 cents out of every dollar is spent for the dissemination network which, as you know, has individuals who get out individually to speak with the farmers who have to make decisions about which seed to plant. That same network not only gets information out but it provides information back to the people who do research about the things that are problems for the farmers.

Certainly education has many factors involved in the decisions as to what curriculum to use or what test would best measure progress. One cannot speak literally about transplanting the agricultural system. Nonetheless, you can see the gap in a single statistic; in contrast to Agriculture's 35 cents out of every dollar, education spends something like 7 cents out of every dollar for dissemination.

IDENTIFICATION OF SUCCESSFUL PROJECTS

Mr. **Flood**. How do you identify a successful project?

Mr. **Elliott**. May I ask Mrs. Raizen to comment on that in connection with following up further on the dissemination activities?

Mr. **Flood**. Sure.

Mrs. **Raizen**. There are a number of criteria by which we could judge an innovation to be successful. It might be the number of schools that have adopted it. It might be gains that children make on tests. It might be the greater effectiveness of teachers. It might be the increased satisfaction of parents. It might be lowered truancy rates or a decrease in vandalism. I think all of those are very legitimate ways of looking at whether research really has contributed to improving education.

I would like to come back to your question of how do we get to the teachers so that research is actually used in the classroom. There have been established by a number of the States service staff who function somewhat like the local extension agent, people who are really in a position to help local school systems. We want to build on those people, work with them so that they have a range of alternatives developed through research and development to bring to the teacher. We hope to be in touch, through those local helping agents, with as many as 50,000 teachers in 1976, and that is over 2 percent of all the teachers in the country.

DISSEMINATION STRATEGIES

Mr. **Flood**. Can you give us an example of the way that you plan to disseminate a successful project?

Mrs. **Raizen**. Our strategy is to help local school systems make better decisions. We have focused on some major problem areas.

I will come back to the basic skills area. In the early reading area, as Mr. Elliott said, enough research and development has gone on so we know what the job is that the children have to do, from kindergarten to grade 3. They have got to learn what those symbols mean on the page, what sounds they represent, and how they combine into words. We have some curriculum and teaching strategies that help children learn these important first skills.

Nevertheless, reading scores are going down. We think a major reason is that these strategies have not found their ways into the classroom. We plan to collect together all the ways there are of teaching children reading, kindergarten to grade 3, while the research goes on at the higher levels. Get these all together. Then we will provide training for the people who stand in helping positions to the local school systems and have them become familiar with those alternatives to they can take them back to the systems that have reading problems and help them select what best fits their situation.

After a system decides to adopt a new program, there will be money available for teachers to be trained to use it, including maybe organizing their classrooms differently, teaching a different curriculum, and so on.

I think 2 or 3 years from now we should see some changes. We should see some improvement in reading instruction in the early grades.

DISSEMINATION FUNDING FOR STATES

Mr. FLOOD. In your statement you mentioned funding of these dissemination projects involving 40 States. What about the other 10 States? Do they already know all about this dissemination?

Mrs. RAIZEN. No. The 40 States is a total that is made up of several different program components. All our programs are competitive, in the sense that we are asking for proposals from the States either to do that implementation which I was just speaking about or else to build a general capacity to serve their local school systems with information on R. & D.

As I say, the 40 States are a total. We are hoping to work with about 10 in terms of building major dissemination capacity. We are planning to make grants to another 20 or so for addressing onetime problems that they need to solve at the State level. We are planning to work with another 10 or so to provide delibrate mechanisms for implementing some new programs in their schools.

CHANGES IN THE EDUCATIONAL RESOURCES INFORMATION CENTERS

Mr. FLOOD. What changes are planned, if any, for the educational resource information centers, the ERIC? They have been operating for quite a long time, haven't they?

Mrs. RAIZEN. Yes, they have.

Mr. FLOOD. What changes do you plan for them? What is going on?

Mrs. RAIZEN. I would like to point out that the ERIC clearinghouses and associated reference centers are providing greater and greater service to the point now where, for every Federal dollar invested the people served by ERIC are investing a dollar of their own to buy ERIC services. There are 4½ million of non-Federal dollars going into ERIC, in the form of payment for ERIC products and services by teachers, by educators, by researchers, and so on.

We plan to maintain the current 16 ERIC centers which address different topic areas in education at about the level that they are functioning now. In addition, we plan to design some new information bases, either to be part of ERIC or possibly to be separate from ERIC.

For example, people don't have access now to the expert who is closest to them in the problem that they might be concerned with. Whom can I get to help me when I have a problem as a teacher or as a school superintendent? To meet that need we might create and keep current a file of people informed and knowledgeable about specific areas in education, organized geographically so that the person with the problem will know who is accessible. This might be one kind of information base not now available in education to teachers, superintendents, and legislators.

Another improvement might be for the ERIC files themselves to be divided up better so that different users can get the very specific information they need. If I am looking for social studies curriculums, for example, I don't want research reports; if I need recent court decisions on financing education, I do not want economic analyses; and so forth.

NUMBER OF EDUCATIONAL LABORATORIES AND RESEARCH AND DEVELOPMENT CENTERS

Mr. FLOOD. How many educational laboratories and centers are now supported by the Institute?

Mr. ELLIOTT. There are 16, sir.

Mr. FLOOD. For the record, insert a list of them and identify the location and the amount of Federal funds for each.

Mr. ELLIOTT. I would be glad to do that.

Mr. FLOOD. Do it for the current year.

[The information follows:]

Names of labs and centers with fiscal year 1975 estimated funds

Appalachian Education Laboratory, Charleston, W. Va	$1,540,000
Center for Educational Policy and Management, Eugene, Oreg	786,000
Center for Vocational Education, Columbus, Ohio	1,336,000
Central Midwestern Regional Education Laboratory, St. Louis, Mo	2,089,000
Center for the Study of Evaluation, Los Angeles, Calif	868,000
Center for the Social Organization of Schools, Baltimore, Md	491,000
Demonstration and Research Center for Early Education, Nashville, Tenn	[1] 128,000
Far West Laboratory for Education Research and Development, Berkeley, Calif	3,009,000
Learning Research and Development Center, Pittsburgh, Pa	2,454,000
Mid-Continent Regional Education Laboratory, Kansas City, Mo	22,000
National Center for Higher Education Management Systems, Boulder, Colo	1,507,000
Northwest Regional Education Laboratory, Portland, Oreg	3,364,000
Research for Better Schools, Philadelphia, Pa	3,930,000
Research and Development Center for Teacher Education, Austin, Tex	850,000
Southwest Educational Development Laboratory, Austin, Tex	1,837,000
Southwest Regional Laboratory, Los Alamitos, Calif	2,192,000
Stanford Center for Research and Development in Teaching, Stanford, Calif	1,091,000
Wisconsin Research and Development Center for Cognitive Learning, Madison, Wis	2,332,000
Total estimated funds for labs and centers in fiscal year 1975	29,826,000

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[1] This organization is not one of those established under the Cooperative Research Act of 1965, but the programs supported there were originally part of the national program on early childhood education administered by the Central Midwestern Regional Education Laboratory through fiscal 1973.

DISSEMINATION AT THE STATE LEVEL

Mr. ELLIOTT. Mr. Pforzheimer wanted to add a comment on dissemination from the State level.

Mr. PFORZHEIMER. This is what appeals to me tremendously, Mr. Chairman. In going over material for the past year I see this development of a linkage. Your remark about, "Research is here and the teacher is over there and very often they just don't get together" is what impels me to add a little footnote here, if I may.

I do moonlight occasionally in banking, but I have been mixed up in education for 18 years at the State level and at the national level. I see this beginning to improve. I think the impetus that is now coming from NIE is very important because, unless we get this research into the classroom as you suggest, it's completely sterile.

It's imperative that somebody can do this from various parts of the country. Since what is happening in, for example, Pennsylvania, we know something about it in New York State because of our juxtaposition as we do about things that are working in New Jersey. But we are not nearly as familiar with things that have happened in the Midwest, for example, in Wisconsin. So it behooves a group to be able to see what is working somewhere that might work somewhere else. That is part of the dissemination function.

I also believe that State boards of education have simply got to achieve a sophistication in order to indicate proper priorities to the State legislators who, after all, vote us the largest single amount of money that we get from education, especially kindergarten through the 12th grade. In order to do that, we too on the State board need a certain amount of guidance on what kinds of things are working or are not working. To that end, over the past 30 days I have had some long talks with the present president of the National Association of State Boards of Education. I have talked also with the leadership of the Education Commission of the United States to see also where it can be useful and with the present president of the National School Boards Association with whom I have had correspondence and some direct face-to-face talks within the last 30 days.

I find among all of them an increasing interest in, and a very great support for, our having arrived at a point where this dissemination can make this research more useful. I want to highlight that. In that connection we are talking also about who is going to use it, who fires the ammunition if we can provide it—and that is the teacher. To me that is the guts of all education anyhow because to me it's just a question of education being the juxtaposition of two minds, one slightly more experienced.

Mr. FLOOD. We are talking about the laboratories and centers.

Mr. PFORZHEIMER. Yes. I am coming to that right this minute.

BUDGET CUTS FOR EDUCATIONAL LABORATORIES AND RESEARCH AND DEVELOPMENT CENTERS

Mr. FLOOD. What happens if the Federal funds are reduced or terminated? Would they simply go out of business?

Mr. PFORZHEIMER. No, sir. I see it this way. This is directly what I was leading into. With the demand from the classroom now coming through, that demand in normal ways for many things, which is just like the demand from the classroom for money, siphons up through the local school board, depending on various State formulas, to the State legislature. So this demand for good information, for good teaching practices, is beginning to come out of the local schoolroom now and goes also to the State level.

I see a great strengthening of the laboratories and centers which can provide this not directly to the Federal Government but who are even further removed from the classroom, even though it's Federal funds.

Mr. FLOOD. Have you had any reaction from the laboratories or from the centers about this budget request that we are talking about for 1976? If you or any of you people haven't heard, I can assure you that we have.

Mr. ELLIOTT. Mr. Chairman, we have had a considerable amount of reaction. I would like to go back to your prior question and add a little bit to what Mr. Pforzheimer has said as to what would happen to them.

Our estimate is that as much as one-quarter of our funds, perhaps even more, would likely go to these institutions which is a fairly sizable amount of money. In addition to that, at least two other things will happen. I think in many cases those institutions will deliberately try to alter their capabilities and interests so that they can respond better to the kinds of priorities which have been identified by the education community for NIE to work on.

Second, I think that other sources of funds than just NIE can also be made available. For example, Commissioner Bell, I believe just yesterday, sent a memorandum to his own staff in which he calls for the Office of Education, through their own programs, to be looking toward these institutions to provide more of the work which the Office of Education would be supporting.

Mr. FLOOD. We have had some problems with this and the attitude of the other body as well, as you undoubtedly know. I will come back to you with some more questions dealing with this. You know the attitude of this subcommittee and the problems they have had now all last year at the hearings, at conference, on the floor and after the conference.

Mr. ELLIOTT. Yes.

Mr. FLOOD. Mr. Natcher, do you have any questions?

Mr. NATCHER. No questions.

Mr. FLOOD. Mr. Patten, any questions?

SOCIAL PROBLEMS

Mr. PATTEN. What I think of our drug problem, what I think of divorce in my area, which is maybe four times 1960, what I think of crime, what are the important things with all this money we are spending for education? Shall we turn the counrty back to the Protestants who formed this country and bad guarded our morals?

When it comes to morals, sure we took God out of the picture in the public schools. Is NIE going to look to see if there is any relationship between our morals and the penalties we are paying in society in crime, divorce, drugs, the openness and the dirt and filth that we are enduring? I know it's hard. It's controversial. You will stay away from that and abortion. But I don't know if we are further ahead than we were in 1925 on the quality of life. Whether NIE is going to tackle it or not, I don't know.

SAFE SCHOOLS STUDY

Mr. Pforzheimer. We are, Mr. Patten. I was very impressed because the Congress asked the HEW—I forget exactly when—to undertake a study of crime and violence in the school. That is underway. In gathering the information and statistics, we are looking backwards to see what the input of all that information is, which is in the hands of the National Center for Educational Statistics.

Focusing on the crime prevention and what it is that can be done within the schools especially to prevent crimes is in the hands of the NIE. It was asked by Congress to do this just a short time ago and that is already in progress right now. The answer is "Yes."

I think one of the great things about NIE as I see it today is that it can be used as a volunteer fire company. That is what appeals to me also as a businessman, because you have this volunteer fire company which can go out and use facilities even from neighboring communities and bring those in. That is part of dissemination. If the conflagration gets very big and it's very important or the Congress, as it so often does, spots the need, it comes back and mandates the NIE as it did in this case to get on the stick with doing this.

Teachers around the country appreciate this very much right now, especially this dissemination, and they can work through the centers and State educational department and anyone else.

Mr. Patten. Thank you, Mr. Chairman.

Mr. Flood. Mr. Obey?

FOCUS OF NIE PROGRAMS

Mr. Obey. Thank you, Mr. Chairman.

Let me make a comment before I ask a few questions. I won't have many.

I think that I am generally regarded as a person who is willing to spend money on education. I always have been in the State legislature and here. A lot of people think too much.

I must confess I have great difficulty in feeling very comfortable about appropriating any great sum of money to NIE for a couple of reasons. First of all, because NIE policy direction seems to be flip-flopping all over the place and, second, because I still have great difficulty in deciding exactly what your main focus is.

The problem is exacerbated by the fact you still don't have a director. I have no idea whether the gentleman who will be on board will be supportive of the new thrusts in youur budget.

Let me ask a couple of questions. On the first page of your statement you say that you will focus on four areas:

(1) The process of teaching, learning and measuring basic education skills, particularly reading.

(2) School finance, productivity and management.

(3) The relationship between education and the world of work.

(4) Assisting schools in providing more adequate education for many students who have been unfairly limited in their choice of educational programs because of their ethnic or language background, sex or poverty.

Frankly, I have difficulty seeing any focus there. I am trying to figure out what isn't included in those four items. Frankly, that didn't seem to me to be much of a focus. If you were to name two or three specific educational problems that you are dealing with in ways that differ from the way OE is dealing with them, what would you name?

PROBLEM-BASED BUDGETS

Mr. ELLIOTT. Sir: I think there probably is more than one answer to that kind of question. Certainly from the list that you just read one could find such things as asthetic education that are not specifically identified. That is one kind of answer.

Another kind of answer is that when we came up here last year we were talking about a different way of looking at the Institute, which was based on research and development. This year we are coming back to you to talk about a set of problems which we want to address, which are problems that we have put together from the things that the educational community has told us are really critical problems in American education.

The next part of the answer is that, within each one of these, the activities we are addressing are narrowed. For example, in basic skills, we certainly are not doing everything about the teaching and learning and measuring of basic skills. We are primarily concentrating this year on reading and reading comprehension.

Let me refer specifically to a conference which the Institute sponsored last summer on developing a research agenda in the field of teaching. There were many tens of millions of dollars worth of research that were proposed to be carried on. We are undertaking only a small portion of all those things that were identified, not because we believe they are not important but because we believe that the Institute program has to have a focus. We have picked out of that agenda those things most having to do with the teaching of reading and the basic skills out of that whole agenda for teaching.

READING

Mr. OBEY. What specific things do you mean? The area of reading is very broad. What specific areas are you looking at in the area of reading? What are you looking for? How are you going about it?

Mr. ELLIOTT. Once again we had a reading conference last summer which brought together not only researchers but teachers and administrators who have been working in this field for their careers. That conference identified a series of activities to be carried on now.

The conclusion of that conference was that from the last 20 years of work in education research we really know quite well what we need to know about the teaching of reading in the first three grades of school, what the researchers call decoding skills, where people learn the sounds and letters and those combinations.

Where we are more deficient is in roughly grades 4, 5, and 6, in the reading comprehension area where people move to a more sophisticated understanding of what it is they are reading. In fact, that is where most people fall behind. That is a really important deficiency.

There is a figure in the testimony which talks about 20 million Americans who are just at a threshold level of an ability to make out tax forms and fill in job applications, just simply to function in society because of inadequacies in reading. The time when that occurs, from all the studies that we have, seems to be coming primarily in this period of reading comprehension in grades 4, 5, and 6. That is the period that we are working on. The agenda we are using is the agenda that was developed from this conference last fall.

Mr. OBEY. Why not take me one step further on that. You discovered that you have some especially acute reading problems in grades 4, 5, and 6. Where do you take it from there?

Mr. ELLIOTT. We are working on a series of specific things. The first is what we call benchmarks of competency where court cases are now saying that schools have a responsibility to provide a minimal level of education. The issue is what is a minimal level? How is that defined? What basic skills are required in order to achieve that level? Some of our activities, $1.8 million, are addressed at that issue, which flows directly from court cases and mandates.

Mr. OBEY. How are you spending that $1.8 million?

Mr. ELLIOTT. Sir, we are spending that for a series of research studies.

Mr. OBEY. By whom?

Mr. ELLIOTT. The studies will be awarded after a competive process, in some cases by laboratories and centers, in some cases by universities, and in some cases in connection with local schools. It will be a variety of performers. Our overall program is carried out through private, nonprofit agencies, in some cases through profitmaking agencies, in other cases through universities or a variety of performers who are involved in this kind of work.

TITLE I STUDY

Mr. OBEY. Let me ask you about your fourth point. You are "assisting schools in providing more adequate education for many students who have been unfairly limited in their choice of educational programs because of their ethnic or language background, sex, or poverty."

The other day the Office of Education asserted that it was possible to see some progress in title I. They said there were a number of projects which they could cite to demonstrate that progress. I asked them to cite them and what was so special about them. I got back a series of names of school districts telling us not one blessed thing about what they learned from those projects.

How does NIE tie in with anything which is ostensibly learned by one school district in their title I efforts? How do you, or do you, participate in the process by which what is learned in one district is transmitted to another district?

Mr. ELLIOTT. Yes. In a general sort of way, the dissemination program which we have is addressed to that need, of transmitting from one school district to another what it is we have learned.

Mr. OBEY. I am curious to know the process by which OE determines that a specific school district has something pretty good. What is the process by which you get plugged into that? Or do I totally misunderstand what both of you are talking about?

EVALUATION OF TITLE I PROGRAMS

Mr. ELLIOTT. Sticking just to title I, the Office of Education does conduct a number of evaluations of its own programs under title I.

In general, the decision has been made within the Department of Health, Education, and Welfare that the Institute will not evaluate other Federal programs per se. That is the business of the Commissioner of Education.

The Congress, in Public Law 93-380, has given the Institute a particular assignment addressed only in part at looking at student progress compensatory education. Its real purpose is to help the Congress when it considers the reauthorization of the Elementary and Secondary Education Act in 1977 with regard to how the Congress might allocate funds, and what kinds of restrictions might be placed in the law that would help to assure more school achievement for the dollars spent by the Federal Government.

In that connection, in the study which we have underway and for which funds have already been appropriated, we will be looking at allocation formulas and at various impacts on children. These will supplement the things Dr. Bell is doing to evaluate student progress which the Office of Education will conduct in considerably greater detail.

DISSEMINATION OF SUCCESSFUL PRACTICES

Mrs. RAIZEN. If I could elaborate on that also, we have in the dissemination budget $1 million which will go to States so that they can recognize, identify, and verify what seems to have worked well in their school districts and then share that through our dissemination mechanisms with other States and other school systems.

Mr. OBEY. I am trying to understand as a layman what that mechanism is.

Mrs. RAIZEN. Let me take it further. Let's say that a State has some money from us to identify some of the good practices that appear to make some schools really successful. One of the problems is the one that you are probably alluding to, which is how do you judge that some specific curriculum or practice is really responsible for that success, and that it will be successful elsewhere?

An important part of dissemination is to collect consumer information. I don't think the Federal Government should be in the business of saying any specific practice or innovation is good or another is bad, because nothing is going to prove universally successful in all the different kinds of situations that our school systems deal with. However, I think we do have an obligation to inform people of what has happened in a local school system or a number of systems when a particular curriculum or teaching strategy has been tried out. In partnership with the States, we will develop techniques for finding out what kind of information is of most help and how best to collect it. Then after we have collected adequate information, we will provide it to people in the State agencies, intermediary service units, county offices, and so on, so they can help the local school systems identify their problem and make the best decision as to what alternative to adopt. Implementation assistance will also be available from a laboratory, from a center, from a college of education, from a State department of education, wherever, so that they can actually put into operation the improvement that they have chosen, a choice made on the basis of what worked elsewhere and what results were achieved.

DISSEMINATION REVIEW PANEL

Mr. ELLIOTT. Mr. Obey, may I follow that up with a reference to what we call the Dissemination Review Panel in the Education Division of HEW, in which both we and the Office of Education participate. The purpose of that Panel is to look at the evidence, in a case of the type that you just cited, where you find something in one school district from a title I program, for example, that appears to work. This Panel review is to see whether the evidence really supports that apparent "success" or whether it's only someone's assertion and really not supported by the data available.

If the project passes through that kind of test, then through the mechanisms which the Office of Education has to communicate with the people who get their money under the various title programs, that information is made available. It will also be made available through our dissemination program which Mrs. Raizen has been describing.

FISCAL 1976 BUDGET BREAKDOWN

Mr. OBEY. How does your budget break down between dissemination, staff expenses, laboratories and centers, and project research and policy decisions?

Mr. ELLIOTT. Are you talking about fiscal 1976?

Mr. OBEY. Yes.

Mr. ELLIOTT. Out of the total $80 million in fiscal 1976, we have $18.3 million going into dissemination. We have $20 million that we are estimating, and that is only an estimate, of what we think might go into laboratories and centers.

Mr. OBEY. I thought it was $13 million.

Mr. ELLIOTT. No, sir.

ESTIMATE OF FISCAL 1976 FUNDS FOR EDUCATIONAL LABORATORIES AND RESEARCH AND DEVELOPMENT CENTERS

Mr. OBEY. You are including the $7 million that you think R. & D. centers will get you through competition from the fourth category?

Mr. ELLIOTT. Yes. As I say, the $20 million is an estimate.

Mr. OBEY. How can you determine how much they are supposed to get if they are competitive? How can you estimate how much you think they will get out of the $38 million?

Mr. ELLIOTT. It's done on the basis of a fairly complete knowledge on the part of our staff of the kinds of capabilities and staffing, and work which these institutions have done in the past. There are programs which are in our budget, for example, in individualization, where there really are not many institutions in the country which are carrying on this kind of work. It's not all that difficult to make an estimate of who the most likely performers of that work are likely to be.

Mr. OBEY. Your budget would seem to imply that you have great dissatisfaction with the results of the laboratories and centers. Is that right?

Mr. ELLIOTT. Sir, the budget really was constructed on an entirely different basis. It was constructed on the basis of what is the work which the educational community most needs to have done. It was not saying that something hasn't been adequate. It was what is it within an $80 million figure or a budget about at the level that we had previously, what is most necessary to do? The Institute had to make some decisions. Those decisions are driven by what we have been hearing from the educational community.

I would also point out that within the last year we have been strongly advised by the board of directors of the Council of Educational Development and Research that the Institute needed to identify from 6 to 12 major priorities to work on and to push much more heavily in dissemination. We have done both of those things, which we have been advised to do by that board of directors.

CHANGE IN POLICY TOWARD EDUCATIONAL LABS AND R. & D. CENTERS

Mr. Obey. Nevertheless, if you cut back from $30 million in fiscal 1975 to $13 million, which is specifically for the R. & D. center, it would appear that you really are downgrading their role in your future operations. Wouldn't you think so? I have a document from your shop entitled, "The History and Status of the Educational Laboratories and Centers," which I guess is supposed to outline the reasons for reducing emphasis on R. & D. centers. Yet, in that document, you have a sentence which confuses me. It says:

> Over the several years of their existence, the laboratories and centers have labored under frequent shifts in national policy, changes in HEW and OE personnel, and short-range funding.

It would seem to me that if you believe that is true, that you would be hesitant to reduce the one portion of your funding operation which would seem to have been stable. When Dr. Glennan was here last year, I can cite statement after statement by him attesting to the great value of the R. & D. centers. On virtually every other question I asked him, he went right back to what was provided by the R. & D. centers. He said among other things:

> About three-quarters of a million students at 2,600 schools in 46 States are using elementary reading programs developed by the University of Wisconsin Research and Development Center. That will expand next year by 800 to 1,200 additional schools.

He went back to them again in response to a question by Mr. Michel later on. I just think it's a very strange procedure, in the absence of a permanent director, to make that kind of change in the thrust of your operation.

REVIEW OF POLICY BY NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Mr. Elliott. Sir, I think there are several really key points here. First of all, this is not a sharp change in direction. This is following up on a policy that was set into place in 1972 before the Office of Education research programs were transferred to NIE and which has been repeatedly reviewed since that time by our policy Council. As I said earlier, we do have a fully functioning policy Council in place. We have a chairman of that Council. The Council has reviewed this issue as recently as March 6 and 7 and has taken action on it to follow up.

It seems to me, not that the budget that is before you represents a sharp decision, that there is a change in the importance of these institutions, but it represents instead a decision that the educational community has been heard by NIE and that the programs that we are working on are the programs that that community has advised us to undertake. Included in that community are the board of trustees of the CEDAR organization.

Furthermore, I think that many of the activities which are included in our program, as represented by our $20 million budget estimate, are activities which will make use of the considerable strengths of those institutions and those activities will be a part of our program in 1976.

Mr. Obey. What confuses me also is this statement that I have from your shop that indicates that:

> Decisions currently facing the Institute relative to the fiscal year 1976 plans and funding strategies are also by application and decisions fundamental to the structural makeup of the R. & D. system and require a thorough reexamination of the arguments that led to the establishment of the educational laboratories and centers a decade ago.

It seems to me that the reexamination has already been done. I understand that the actual work on that wasn't going to be finished before June, but in dollar amounts it seems to me that the decision has already been made.

Mr. Elliott. The purpose of the paper from which you were quoting was to recount for the use of the Council in their own consideration of this issue what had happened in this whole long line of history. There is, as you suggest, a study which is underway which Mrs. Raizen may wish to comment on further, which will be completed for the use of the Council in June. I do not know at this point what the implications of that study will be for further changes.

PARTICIPATION OF EDUCATIONAL LABORATORIES AND R. & D. CENTERS IN INSTITUTE'S PLANS

Mr. Obey. If we were to adopt this budget, what opportunity would the authorizing committee have to weigh the proper role that R. & D. centers would play in educational research? If we adopt a budget that cuts them by 65 percent, haven't you really made the decision before the authorizing committee itself can even look at the question?

Mr. Elliott. First of all, I want to repeat once again that our estimates are not for anything like a 65-percent reduction from Institute funds. It would be, at most, a third.

I think it's very important to recall that these institutions, in many cases I think, will find it to their own advantage to seek out other sources of funds. As I said earlier, the Commissioner of Education has already instructed his staff that the Office of Education funds can be considered for these institutions. In addition, many of the activities which the States will be supporting—either with their own funds or with funds that come from the dissemination program which Mrs. Raizen has been describing—will also be going to these institutions.

My view is that, both from our point of view and from the point of view of these institutions, broadening of the base of financial support is highly desirable.

Mr. Obey. I have no more questions, but let me say that it seems somewhat strange to me that last year great weight of the justifications for higher level funding for NIE was placed by the past Director on the superb job, by his implication, that some of the R. & D. centers had done. It seems to me that your budget is providing a large increase in the fourth item, which is most easily under the control of NIE. I think if there is one area of NIE which has generated very little confidence in the Congress, it is that one.

Mr. ELLIOTT. I would like to point out, sir, that in the case of one of those policy studies which you mentioned earlier, the one for compentency-based teacher certification which is being carried on in California, the prime contractor is the Far West Laboratory. They have shown to the State of California that they have the best abilities to carry on that project and they have received I think in excess of $1 million to carry on the activity.

Mr. OBEY. That is all, Mr. Chairman.

Mr. FLOOD. Mr. Michel?

Mr. MICHEL. Why don't I defer to Mr. Conte for the moment.

SIZE OF FISCAL YEAR 1976 BUDGET REQUEST

Mr. CONTE. Thank you, Mr. Chairman.

I noticed your budget is down from past budgets.

Mr. ELLIOTT. Yes, sir.

Mr. CONTE. It's down quite a bit. In 1973 your estimate was $143 million. In 1974 it was $188 million plus supplementals. In 1975 it was $135 million. You are asking for $80 million today.

Mr. ELLIOTT. Yes, sir.

Mr. CONTE. Plus $20 million for the transition period.

Mr. ELLIOTT. Right. The figure is the same, I believe, as the House-passed figure last year.

Mr. CONTE. Do you call that a barebones budget?

Mr. ELLIOTT. I like to look at it as a responsible budget. It's not a large increase. On the other hand, it does allow some undertaking of new activities to address important problems in American education.

Mr. CONTE. Did you ask for more than that?

Mr. ELLIOTT. The original request to OMB was higher. I would like to say here on behalf of the National Council on Education Research that the Council reviewed the budget at many, many points, all during the time that it was under review within the President's Office. The Council had a quite strong view about the Institute's capabilities and how much would be reasonable to undertake. The final figure is one in which there was very close correspondence of interest between the National Council on Educational Research and the administration.

Mr. CONTE. I see by your background that you have spent quite a bit of time in OMB.

Mr. ELLIOTT. Yes, sir.

DUPLICATION OF PROGRAMS WITH OFFICE OF EDUCATION

Mr. CONTE. You are an old budget-slasher yourself. Testimony before this committee last year indicated there was a potential for program duplication between NIE and the Office of Education in the area of the career education curriculum development and the right-to-read program. What steps have you taken to prevent any duplication in this area?

Mr. ELLIOTT. Sir, in the case of the right-to-read program, the Office of Education's interests primarily are in helping communities to set new reading programs into place on the basis of materials which are already available.

The Institute is involved in—I guess perhaps I have said earlier—primarily research at a more sophisticated stage of reading for grades four, five and six, which ultimately will lead to new curricular materials at those grade levels. In effect, what we are doing is leading the state of the art. What the Office of Education will be able to do in the future will be better than they are able to do at this time.

There are many other potential areas of overlap. I would just bring to the attention of the committee there are several provisions that are in Public Law 93-380 for clearinghouses, dissemination authorities and other activities to be carried out by the Office of Education. I think all the Institute can do is carry on its own programs in the best way it can. There is some overlap in the statutes themselves.

MINNEAPOLIS EXPERIMENTAL SCHOOL PROJECT

Mr. CONTE. You informed this committee last year that the program for free, open, and traditional schools sponsored by NIE in Minneapolis was in the process of evaluation. Has your evaluation been completed? If so, what conclusions have you reached?

Mr. ELLIOTT. Sir, that program still has one additional year to run. There is one statistic which I would like to point out, but it's in no way any kind of a final report. That is data the first 3 years of the project concerning parental acceptance which I think is a certain key indicator of what parents feel about their schools.

In 1971, before that program began, 35 percent of the parents were pleased with their schools and recently, after 3 years of experience under that program, the approval rate for parents was 85 to 93 percent. On the basis of that, the school district is in the process of expanding that program to all the schools of the city.

LOCAL PROBLEM SOLVING PROJECTS

Mr. CONTE. During last year's hearing you described NIE's efforts to develop a better means of local problem-solving for individual schools. How many schools have participated in this program over the past year? How many applications are currently on file? Could you briefly describe the results of this program and in what manner these results have been disseminated?

Mr. ELLIOTT. I may want to expand that some for the record. There are nine sites which have actually been approved and awards have only just been given out in the last few months. We have also awarded a contract to observe and document what is happening in those nine sites. The purpose of the contract is not only to observe what is happening in those schools but also to make the information available to other schools as well so that what we learn from those nine sites can get around to other communities. I would like to expand that, if I may, for the record.

[The information follows:]

LOCAL PROBLEM-SOLVING PROGRAM FOR INDIVIDUAL SCHOOLS

Activities at the 9 sites presently involve 32 schools and approximately 37,000 students. Over 100 proposals were received in response to the initial grants announcement in fiscal year 1974, but only nine were funded, due to funding limitations. The response from the field both to the initial funding announcements and the subsequent press releases has been most encouraging. The staff on school capacity for problem solving receive continuing requests for additional information on the existing sites and especially on possibilities for new competitions. Existing plans for similar competitions in fiscal 1976 have been delayed because of lack of available funds. It is too soon to fully describe any results of the activities at the nine sites, but a preliminary report from the documentation/analysis contractor is expected during the summer of 1976.

The grants which were limited to schools enrolling low-income children within the Nation's 50 largest cities and San Juan, Puerto Rico, seek to build upon a wide variety of locally developed approaches for self improvement. Each project will be evaluated to obtain information about specific planning and decisionmaking tactics for the use of schools in other areas of the country. Special efforts will be made to produce information of a kind and in a form useful to educators, parents, and students.

The grants awarded are:

The Louisville Board of Education has been awarded a grant of $106,848 to develop and test an approach to decentralized decisionmaking in two inner-city schools. The districtwide staff will work with principals of the two schools to bring together and train staff, parents, and students to assume new responsibilities for curriculum, organization of staff, use of time and facilities, and school management and governance.

The Central City Community Mental Health Center in Watts, Calif., has received a grant of $127,170 to work with two elementary schools to improve the delivery of the community's medical, mental health and educational services to its children. Psychotherapy techniques will be used to help administrators, teachers and parents to improve their understanding of children's home and school environment and to better meet their social, psychological, and academic needs.

The California Teachers Association has received a grant of $114,000 to try out a new program of increased teacher participation in the planning and operation of 10 elementary schools in the San Jose Unified School District. Program activities, tailored to the needs of each school, will be designed and carried out in cooperation with the school district and a special committee of teachers, administrative staff, and parents from the target schools.

A grant of $151,904 has been awarded to the Committee for a Comprehensive Education Center to further strengthen the community-developed Park East High School in New York City. In cooperation with the New York City Board of Education, the committee of community representatives from the East Harlem and Yorkville neighborhoods has administered all funds for support services at the school for the past 3 years.

The City College Advisory Service of the City University of New York is the recipient of a $188,836 award to help teachers experimenting with a variety of styles of open education. The NIE grant enables onsite advisers who are experienced teachers to work alongside less experienced teachers in their own classrooms to help them gain new insights into children's learning behaviors and classroom organization.

The Minneapolis Public School System has received a grant of $96,376 to work with the University of Minnesota to begin a new teacher center providing staff development services to several city elementary schools. The new center will build on the previous experience of the school district in operating in the southeast area teacher center. It will offer services to participating schools in identifying needs, providing consultant assistance in trying new ideas, and running staff training and community development programs.

The Advisory and Learning Exchange, a Washington, D.C., based nonprofit teacher center was awarded a grant of $126,792 to work with three inner-city junior high schools interested in applying management-by-objective techniques to school operations. The advisers will help principals, students, and parents work together to identify school problems, seek solutions for these problems and carry out new program activities responsive to the needs of each school. The school staff will also be offered specific skill training in budgeting, personnel development, and long-range planning.

The Economic Development Council, a consortium of more than 200 corporations in New York City, has received a grant of $119,498 to work with the board of education in creating stronger partnerships between city schools and businesses for school improvement. The grant will provide opportunities for eight inner-city high schools to use business executives and other consultants in developing ways to identify problems, make decisions and find resources to try out new ideas.

An award of $103,596 has been made to the New York Urban Coalition to help a Bronx junior high school convert its building organization into three mini- or subschool units. The new organization allows smaller groups of children and teachers to know one another on a continuing basis and provides opportunities for more individualized instruction.

An integral part of the problem-solving program is the documentation and analysis study of the nine sites by the Center for New Schools in Chicago, Ill. The contract, which was awarded after a competitive bidding procedure lasting over 4 months, calls for the center to conduct an intensive study of each of the nine sites, to find other schools facing similar problems and work with them to put the wealth of experience into practice.

In studying the nine projects, the center will employ a wide range of research methods, including the use of full-time observers at each project. Information from each site, backed up by training manuals and case studies, as well as visits from the original project teams and center staff, will be used to help up to 2 dozen other schools over the next 4 years. Over the 5-year program, NIE hopes to provide immediate help to more than 50 urban schools, while at the same time gathering detailed information about successful ways of dealing with the problems of inner-city schools that can be of continuing benefit to still other schools.

SCHOOL FINANCING STUDIES

Mr. CONTE. You didn't answer the rest of that question. Last year NIE proposed to conduct three studies in the problem of school financing. You're requesting funds to continue your efforts in this area. To what extent are your efforts directed toward the financial problems of private colleges particularly to the smaller institutions?

Mr. ELLIOTT. The efforts which we have underway in school finance are almost entirely for the finance of elementary and secondary education. The activities are addressed to the kinds of concerns which State legislatures have in responding to court decisions. Such cases which are putting new responsibilities on the State legislatures for more equitable distribution of funds.

We have no specific program of which I am aware on postsecondary finance per se. I may wish to add to that in the record.

[The information follows:]

SCHOOL FINANCE STUDIES IN POSTSECONDARY EDUCATION

Our postsecondary activities in fiscal 1976 will focus on State and Federal financial reform models for postsecondary education, the interrelated impact of these models and how they impact on the access students have to postsecondary education, and the financial viability of the institutions. Specifically, we will support cost-benefit and cost-effectiveness analyses, as well as studies to determine what instructional and managerial practices could be more efficient than those in current use.

Additionally, we are interested in the effects varying tuition rates, admission policies and student maintenance costs have on the number and type of students who attend postsecondary institutions and the consequences for institutions that cannot reduce tuition. While we have not directed our studies to the problems of private postsecondary institutions in particular, we believe the results will be useful to private as well as public institutions.

FOUR-DAY STUDENT WEEK EVALUATION

Mr. CONTE. Testifying before this committee last year, you stated your evaluation of a main project using the 4-day student week was incomplete. Have you completed that evaluation? What effects has the 4-day week had on student performance? To what extent does the program inconvenience parents, particularly those households in which both parents work?

Mr. ELLIOTT. I would like to supply that.

[The information follows:]

EVALUATION DATA ON THE 4-DAY STUDENT WEEK PROJECT

Although the National Institute of Education has never been directly involved in the Unity, Maine, experiment with a 4-day student week, several of NIE's program areas have followed that experiment with interest. Community support for the 4-day per week concept remained high for the entire 3 years of its life under title III (ESEA) funding. School officials reported that very few parents had problems providing for their children on the no-school, fifth day. Because many of the parents farmed their own land, it was easy to accommodate the children at home; even in cases where both parents worked, their work tended to be close to the home. Student achievement did not decrease during the first 2 years of the experiment, but third-year test scores showed a slight (nonstatistically significant) decrease. The school district currently is operating on a 4-day week every other week, and finds strong community and staff support for this arrangement even though the outside funding has ended.

NIE INTERNAL MANPOWER UTILIZATION STUDY

Mr. CONTE. Last year NIE initiated an internal manpower utilization study. Has that study been completed? What were its findings? To what extent have you adopted those findings?

Mr. ELLIOTT. Yes; that has been completed. I would like to ask our Associate Director for Administration, Mr. Russell, to comment on that.

Mr. RUSSELL. It has been completed and we are analyzing it now in terms of taking a look at it and projecting our employment needs for this fiscal year and for fiscal 1976.

You will note that for fiscal 1976 we have projected a decrease of staff in NIE from 370 down to 340.

Mr. CONTE. Will you put in the record what those findings were?

Mr. RUSSELL. Yes.

[The information follows:]

RESULTS OF 1974 INTERNAL MANPOWER UTILIZATION STUDY

On December 31, 1974, Mariscal & Co. submitted its final report on a manpower planning system (MPS) for the National Institute of Education. As planned, the study developed a manpower planning system for the Institute which could be used as one management tool for determining staffing needs at various budget levels. The study revealed that the workload across organizational units was not balanced, and that junior professional and clerical staff were underutilized. It recommended management training for managers and supervisors as a possible solution.

The results and recommendations of the Mariscal study, along with two other studies, a civil service personnel management evaluation and a DHEW management systems review (requested by NIE), have been taken into consideration by the Institute, and several measures have been taken or are planned in the near future.

The Institute's fiscal year 1975 and 1976 personnel ceiling has been reduced to correspond more closely to current and projected budget levels. Consistent with the program plans for NIE in the President's fiscal year 1976 budget, an organization statement has been submitted to DHEW for approval. The Institute is conducting a comprehensive organization, function, and manpower review which will identify each position required to carry out the functions of NIE, provide detailed position descriptions for each, and provide staffing plans with specific lines of authority and responsibility in the organization. When staffing plans have been completed, the Institute will review the assignment of each employee for adequacy and consistency with officially assigned functions of the organizational unit.

To aid managers and supervisors, personnel management guidelines are being developed which will implement a system for reviewing NIE positions on a periodic basis to insure consistency with the functional requirements of NIE. NIE project officer training has been scheduled for April and May as another segment of needed management training. Also, supervisory training is being planned which will expose managers and supervisors to current principles of management, administration, and organization, as well as Federal Government personnel regulations and practices.

DISSEMINATION OF R. & D. RESULTS

Mr. CONTE. You state the past NIE efforts in dissemination of research and development results have not often been successful. Could you elaborate on how the new approach for which you are requesting funds will solve this problem?

Mr. ELLIOTT. Yes, sir. There has been some previous discussion on that. I would like to ask Mrs. Raizen to comment further.

We are aiming primarily here at getting things into use in the classroom through direct contact with individuals which, as you know, has been the keystone of the Department of Agriculture's system. Mrs. Raizen, would you like to comment a little?

Mrs. RAIZEN. We are really going to do two things. We are going to establish a system by which anybody who has a question in education—whether a teacher, a school superintendent, a legislator, a parent or even student—can get his question answered. In the first place, to help establish that capability, we are looking to the State departments of education to be a link between the questioner and the existing knowledge base in education, for example, as collected in ERIC and any additional sources of knowledge. To provide these links, we plan to strengthen the kinds of intermediaries that already exist and, in cooperation with the States, build new ones which will provide face-to-face service and ready access to whatever knowledge is available. That is one of our strategies.

I mentioned earlier that for every Federal dollar invested in the basic information system provided by ERIC people are now spending dollars of their own to get answers to questions they have in education. There are $4½ million budgeted for ERIC in fiscal year 1976 and an additional $4½ million flowing into that system from the users.

The second part of the dissemination program is intended to assure that something actually changes for the better in schools as a result of all the investment in R. & D. The way we are going about that is to build on existing mechanisms out there, to build on the intermediate agencies, the county offices, the experts which the State departments have. Our activities are designed to help them understand and be in touch with what has been generated through research and development and bring this knowledge to bear on the problems of the local school system. Through the use of R. & D., they can help teachers, superintendents, and school boards make better decisions in classroom improvements, school management, and so forth. They can also advise on what kind of training and technical assistance will be necessary and where that can be obtained.

INCREASE FOR DISSEMINATION

Mr. Conte. Very good. Despite the lack of success in dissemination in the past, you are requesting three time as many funds. Can this large increase be effectively absorbed? Have you considered a more graduated approach toward developing improved dessimination techniques?

Mr. Elliott. On the basis of what Mrs. Raizen has just said, it's evident that there are many, many possible performers out there, including the State departments of education, a number of intermediate school districts which are located in many States of the Union, a number of educational associations and professional groups and higher educational institutions, and all of these become potential performers. I think on that basis, of this large number of possible actors in the dissemination system, the amount of money is not at all out of line.

DIFFERENCE BETWEEN OE AND NIE

Mr. Conte. How does one of the programs you are sponsoring in the basic skills and education equity categories differ from the capacity-building efforts of the categorical programs administered by OE?

Mr. Elliott. The so-called capacity-building programs of the Office of Education are ordinarily to provide training and technical assistance to people at the local level. The Institute's efforts are aimed at finding answers to questions where the experience of one school district can be used by another school district and on a basis that is cost effective. Many, many school districts have the same question. NIE can help those school districts have more answers from which to choose. Then they can make use of the better trained teachers and of the technical assistance in making those choices from the products and testing materials and other things that are produced through education research and development.

EDUCATION AND WORK PROGRAM

Mr. Conte. In what manner does your education work program propose to narrow the gap between education and work experiences?

Mr. Elliott. The idea here is to bring a closer set of connections between schools and employment places. There have been many reports issued over the past two or three years about high schools and about youth growing up in America. These reports say that adolescents are far too removed from the adult world and adult experiences. One of the things we need to do is to take students to sites where work is going on, that is to employment sites, to experience on a firsthand basis what it is that happens there.

I had a personal experience when I visited one of these projects in Charlestown, W. Va., and went around with one of the students in what we call our experienced-based education model. This particular student had been in three or four different sites. He had worked, I believe, for a police department, for Union Carbide, and was then working with the local museum. This graduate had never before thought about going to college. As a result of his experiences, he knew very much more about what he wanted to do and he did want to go to college. He also knew a lot more about what he did not want to do in his own career. That was all from his own experience in actually being out in the real world of work and among adults, which had not been part of his experience in the school system.

Mr. CONTE. Maybe if he stuck with what he was doing he would be better off not going to college.

Mr. ELLIOTT. The point here is that he learned more about what his own interests were. Whether he wanted to go to college is not alone the point. That was his own decision.

Mr. MICHEL. On this point, is there anything in this NIE that helps a student make that decision without experiencing it himself? You say get out in the world of work and experience yourself, and make up your own mind. Do you have some magic tonic to take the place of that so if there was a lost period of time, it's made up for? That is what I am interested in.

I can talk to any number of kids. Once they have been out in the world of work and reality, they know where they ought to go or they know where they don't want to go. But you sure don't get that kind of thing in counseling today. I am wondering whether or not that is the area where we are falling down. Counseling today is, in many respects, a joke.

Mr. ELLIOTT. In the case of the particular example, we have four of these around the country, the student has a chance to experience different jobs while he is still in school. That is, he is learning basic skills and earning credits toward his or her diploma at the same time he is experiencing real work experience. They don't have to drop out of school to explore the word of work; traditional subject areas take on more meaning; and they learn more about themselves.

Mrs. RAIZEN. I would like to add that the education and work program does have a second component besides experience-based education, namely to improve and find alternatives to present guidance and placement programs. That is the second half of our approach to narrowing the gap between education and work.

Mr. CONTE. Are you doing it? That is what Mr. Michel wants to know.

Mrs. RAIZEN. Yes, we are. There is one project in Providence, R.I., for example, which has reached and counseled more than 3,600 adults.

Mr. CONTE. Will you put some more of those examples in the record? That is a tough ship to steer.

[The information follows:]

ALTERNATIVES TO PRESENT GUIDANCE, COUNSELING, AND PLACEMENT PROGRAMS

In response to your request for examples of guidance and counseling projects in the Institute's education and work group, below are four of our major projects.

The career education project in Providence, R.I., briefly mentioned above has developed a counseling program for adults. The service offers clients: A better understanding of their own abilities, interests, values, and goals; facts about job trends, opportunities, and requirements; information about education and skill training opportunities; information about services in career-related problem areas such as financial support, discrimination, child care and testing; help in developing and implementing career plans. Paraprofessional counselors help clients through a series of telephone calls. To date over 5,000 persons have been served and materials are being developed for educators who want to develop a similar program and clients who want to look for opportunities on their own.

The center for vocational education at Ohio State is developing two products to improve guidance and counseling programs in high schools. One project is a guidance system which is designed to upgrade career counseling by improving use of in-school and community resources, and providing special help for women, minorities, and students from low-income families. Over 60,000 students and 3,200 teachers, counselors, and administrators have helped develop and test this system.

The second project at Ohio State's Center for Vocational Education is the development of teacher competencies for successful teaching of vocational/technical education. These materials will be available by the 1976 school year to more than 3,500 vocational teachers.

The Appalachia Educational Laboratory is developing a system coordinating information about occupations available through the Dictionary of Occupational Titles and other public documents with self-assessing techniques so that students can match their interests and abilities with the personality and aptitude requirements of various occupations. In addition, the field test is completed of a one semester, self-instructional curriculum to help senior high school students learn how to make good career decisions.

A kit for guidance counselors by Abt Associates is being developed to help provide counseling which is free of sex bias. The kit will discuss the need, the laws for helping insure sex-fair employment and education, criteria for identifying bias in career interest inventories frequently used by counselors, and detailed practical advice on how to prevent sex-stereotyping in counseling sessions.

To improve guidance and counseling systems, we need to know more about how people make career decisions. We are supporting research to answer such questions as: Can we identify different types of career decisionmaking processes for different groups of people? Would people make better career decisions if they clearly understood the distinction between private or internal benefits derived from an investment in different kinds of education, versus external benefits and costs? Some research on career decisionmaking suggests this is an important, but up until now, a neglected distinction.

SALARY LIMITATION OF $36,000

Mr. Conte. One last question. Maybe it has already been asked. You are requesting in appropriation language for individuals in NIE to be paid more than $36,000. How many individuals do you feel require a salary in excess of $36,000? Could you elaborate on the reasons you believe higher salary levels are necessary? Maybe you ought to be promoting a pay raise for the Congress.

Mr. Elliott. I spoke about that before and the Chairman asked that we insert something in the record. Briefly, we are not proposing more money for NIE employees. This is removal of a prohibition which, in effect forbids NIE awards to universities or laboratories and centers or other possible performers where anyone in that institution who is working on our projects is paid more than $36,000.

Mr. Conte. You mean NIE would pay more than $36,000, if this language is removed, to somebody in a university making a study for you?

Mr. Elliott. That means if there is, say, a key employee, like the head of a laboratory or center or there is some other high salaried employee who receives a portion of his salary from NIE, that individual could receive his regular salary, even over $36,000 annually if it can be justified in accordance with Federal procurement regulations and competitive standards. The present language prohibits any NIE award to any educational laboratory, research, and development center, or any other project if any employee of the lab, center, or project is compensated, directly or indirectly, in whole or in part from Federal funds at an annual salary in excess of $36,000. We have an NSF study that indicates that at least 15 percent of the individuals in professional fields that we are concerned with do in fact now have salaries in excess of that figure.

Mr. CONTE. What are they getting? Put it in the record and what this would mean as an ultimate salary. A lot of these people are waxing pretty fat.

[The information follows:]

SALARIES PERSONS WOULD RECEIVE WITHOUT $36,000 LIMITATION

In the course of contract renegotiations, NIE compiled salary information to indicate that 11 institutional directors or key employees were earning in excess of $36,000. These salaries ranged from $36,700 to $46,500. All the people involved have since accepted salary adjustments in order to complete contracts funded by NIE.

We expect salaries for these kinds of individuals to continue to rise in 1976. In addition, a National Science Foundation study conducted in June of 1973 indicates that by 1976, 15 percent of all doctoral scientists in fields of particular interest to NIE, such as economists, psychologists, and computer specialists, will be earning an annual salary of $40,000.

Mr. MICHEL. The point was that with your contract or grant mechanism we could very well be padding the salary of someone, to be frank, in excess of a Member of Congress or an upper level civil servant. We just thought that that wasn't warranted, so the limitation was written in. If there is a good argument to the contrary, you better spell it out in the record because we are going to run up against that again, particularly over there on the other side.

[The information follows:]

EXPLANATION FOR DELETING $36,000 SALARY LIMITATION FROM APPROPRIATION LANGUAGE

We are as yet unaware of any instance in which an agency or university has refused to do business with NIE becausse of the $36,000 salary limitation. However, since this limitation only became effective in December of 1974, and we have issued few requests for proposals and no grant announcements since that time, the limitation is virtually untested. In addition, we believe the labs and centers had no choice during the renewal of their contracts in December but to go along with the congressional limitation.

A study conducted by the National Science Foundation reveals that we can expect more and more professionals in the research field to be earning $36,000 and more in the next year. The projections from that study, done in June of 1973, indicate that 15 percent of all doctoral scientists in fields of particular interest to NIE, such as psychologists, economists, and computer specialists will be earning an annual salary of approximately $40,000 in 1976.

This provision also places NIE at a competitive disadvantage compared with other agencies within HEW in attracting contractors and grantees, since no other one is bound by a similar restriction. For example, NIH which operates in a similar fashion is not so limited regarding its contractors and grantees.

Furthermore, we have been advised by the Office of General Counsel that this limitation also precludes any of our contractors or grantees from hiring even on a part-time basis any person who earns in excess of $36,000. This means that NIE will not be able to utilize many exceptionally talented people for even a small percentage of their time. Because of cost-of-living increases and continuing inflationary trends, we believe that this airtight $36,000 limitation will prove a serious impediment. Should the limitation remain in effect, NIE would undoubtedly have trouble enlisting the best available individuals to carry out its mission.

MONITORING OF CONTRACT AND GRANTS

Mr. Conte. What mechanism have you had to monitor these programs? Up in my State we are in real trouble. Maybe you are familiar with it. Are you?

Mr. Elliott. Yes; with some of those problems.

Mr. Conte. We sit here and we appropriate all this money, but we never see how the money is spent. How do you check on these things? How will you be certain that the money is actually spent for what you give it for?

Mr. Elliott. There are a variety of ways. If we have a grant and contract instrument with any institution to which we give money, our grants or contracts office would be receiving reports from those institutions. We have program people who go to visit projects and our grants and contracts people also visit those projects. There are occasionally audits. When we hear, as we do from time to time, about any question of the kind that you were just citing there, we might request an audit by the Department of Health, Education, and Welfare. So there are a variety of ways in which these things will be monitored.

So there is a variety of ways in which these things are monitored.

Mr. Conte. I think you know what I am talking about.

Can somebody give me a report on all this that is going on in my district?

Mr. Elliott. Yes.

Mr. Conte. Thank you, Mr. Chairman; thank you, Mr. Roybal and Mr. Michel.

BILINGUAL EDUCATION

Mr. Roybal. You stated that your search for solutions to problems facing American education will focus on four areas, one of which was assisting schools in providing more adequate education for many students who are further limited in a choice of educational programs because of their ethnic or language background, sex, or poverty.

Now how do you assist these programs, what is it that you do?

Mr. Elliott. Our mission here again is in research and development. One of the areas that we are working in is bilingual education, where our total funding provides for approximately a doubling, from $2 to $4 million, for programs to help devise new curricula, to develop new unbiased testing materials and other activities in bilingual education. The point is, through producing, for example, tests without bias or producing curricular materials, we can assist the schools in meeting their responsibilities. Schools already have the responsibilities.

The point is, we can help them.

Mr. Roybal. Supposing you conduct all of this research into methods of fairly testing the individual and that particular board of education of that State does not accept it, then what happens?

Mr. Elliott. It is not our job to tell a State they have to use it. But I think through other programs of education or through State mechanisms there will be ways in which these schools will learn about these materials and, through our dissemination program, those schools would at least have a choice.

Mr. Roybal. What I envision, perhaps unfairly, is a situation where you are doing all the research on this level [indicating] but not really communicating with the delivery system and, if you are not communicating with the delivery system, I assume that you are wasting your time doing all the research.

COOPERATION WITH THE STATES

Mr. ELLIOTT. Right. There are two important points there. One is that in designing the research program in the first place, many of the people who are helping us to develop it are the people who are out there in the schools and who are facing these problems and know what it is they need to do a better job.

Mr. ROYBAL. What kind of coordination or cooperation do you have with a particular State, or the education area?

Mr. ELLIOTT. Mrs. Raizen may want to comment on this further, since the NIE dissemination program is a way of establishing those communications more generally. But in the course of developing an agenda of studies in bilingual education, we have fairly extensive sets of meetings that involve local school districts and many people from various minority communities that help us derive that agenda.

SEDL BILINGUAL PROJECT

Mrs. RAIZEN. I would like to call to your attention a project cited on page 24 of the budget submission. This is the bilingual program developed by the Southwest Education Development Laboratory, which has now been adopted by the State of Texas. That means the State is providing some money for those schools to help the schools choosing that program to purchase material. As you know, the State of Texas has legislated bilingual education for grades one through three. As part of their textbook adoption process, they held a big competition for bilingual materials for those three grades, in a variety of subjects.

There were in fact very, very few curriculum materials submitted either by nonprofit developers or by the publishing industry that met their minimum criteria. They did select this one. So this is a case where an NIE sponsored product in the bilingual area will now be available to the schools. The target audience is some 300,000 Spanish-speaking children. That is an example of how materials do find their way into the schools.

We talked earlier about the general dissemination mechanisms that we are attempting to set up to make sure that R. & D. products actually get into the classroom, but I think in the bilingual area there is at the moment not very much available as indicated by this Texas experience. So we have to support work to develop materials.

FUNDS DISTRIBUTION

Mr. ROYBAL. I have the impression that problems of the Spanish-speaking and problems in general, including that of education, have been studied, restudied and restudied, and that we have enough research already, we know what the problem is; would it not be more advisable to place these funds in the delivery system, more than in the research system? Now how much money is being spent?

Mr. PATTEN. Mrs. Raizen is shaking her head because that is her department.

Mrs. Raizen. I like what he said.

Mr. Patten. You will have all the money if he keeps this up.

Mr. Roybal. I am glad she is agreeing.

How much money is actually spent on this fourth category?

Mr. Elliott. In total, the entire category is $5.4 million in our 1976 estimate.

Mr. Roybal. Sixty percent of that will be spent in the four categories, or is that the amount spent on the four categories?

You state on page 2 of your testimony that 60 percent of the total budget will be spent on four problem-solving programs.

Mr. Elliott. That is right—the basic skills; equity; educational work; and finance, productivity and management.

Mr. Roybal. Right. Now the fourth program we are talking about is the bilingual program. How much of that amount of money is spent on this program?

Mr. Elliott. $3.9 million is proposed for bilingual education, out of $5.4 million for that entire equity area.

Mr. Roybal. Is that all on research?

Mr. Elliott. Much of it is for developing curricular materials, the kind Mrs. Raizen just described.

COOPERATION WITH THE EDUCATION COMMUNITY

Mr. Roybal. As you develop those materials, you develop them in cooperation with a particular board of education, or a State?

Mr. Elliott. There will be some—in the case she cited it was with an education laboratory which in turn was connected with the State of Texas.

Mr. Roybal. I have had the experience in another committee where we had authorized moneys for a particular study and discovered that the same study was made 10 years previously, that the university had just polished off the old study, put on a new cover, and sent it back to Congress at a tremendous amount of expense.

I sometimes get the impression that the same thing may be happening in education, particularly on the subject that has been studied so many times.

Now if you do have direct contact with the delivery system, then I would say that what you are doing is correct and that the $3.9 million that you are spending is finally reaching the people that would need the service, if you are just doing the research on your own and then peddling that research later

Mr. Elliott. No, no.

Mr. Roybal. Then you are wasting your money. What is the situation?

Mr. Elliott. I absolutely agree with you. Just as a way of making your point, in addition to what was said about that one particular case where a laboratory and a State were involved, the Institute supported 10 conferences during the last summer with various minority groups, who knew about what materials were available, what the research issues were that need to be carried on, and there were more than 500 people from all over the country participating in these various conferences.

The point is that our agenda has come from the kinds of things that these people who are in schools, in communities all around this country, have advised us.

RESEARCH AND SCHOOL ADMINISTRATORS

Mr. ROYBAL. I think these conferences are very helpful. I think it helps the teacher in finally doing her job in the bilingual community.

On the other hand, I find particularly in my area administrators in bilingual schools who just should not be there at all. Now, how does your research help them? Or does it?

Mr. ELLIOTT. Since there are a variety of research activities going on, I guess it could affect them in different ways. For example, they often would have a question about the adoption of curricula materials or the selection of a test, and the kind of information which we would produce or the tests which might be produced with the support of NIE funds would be useful to them as well.

Mr. ROYBAL. All right, supposing this one principal, whom I have in mind, would seek information directly from you and your agency, will that information go directly to her or would it go to the board of education of which she is a member?

Mr. ELLIOTT. Mrs. Raizen, could you comment on that?

Mrs. RAIZEN. Well, it really depends on what kind of question that principal may have. If it comes to an adoption of a curriculum, obviously he would have to work with his school board, and with his superintendent.

If he had a specific question, like what kind of bilingual programs are available in grades one to three for these kinds of children, this size of school district, mixed classes or homogeneous classes, he can get that kind of information if he has access to an information center that is tied into the ERIC system.

There is a clearinghouse, for example, at Columbia Teachers College, which deals with teaching and curriculums for disadvantaged and poor kids. So if he has a direct question, yes, he can get answers. But if it is a question of changing something in the school, you know that is more complicated, since it involves decisions by a number of people and competence on the part of the school staff to implement the change.

PRELIMINARY BILINGUAL STUDIES

Mr. ROYBAL. In the case of your program in Texas where this contract was awarded to a university and they in turn did the research which was necessary, and then that was adopted by the State of Texas, was there any work done with Spanish-speaking people in the barrio, in the districts, before the research was done and before any attempt was made to try to devise a program for them?

Mrs. RAIZEN. Oh, yes. There was a long development process which started out with one or perhaps two classrooms working very closely with the staff of the laboratory who watched to see what might work and what might not work. I must say that in the early days of this program, the composition of the staff was not as adequate as it might have been. But it is today a project that is largely staffed by bilingual people.

INVOLVING THE EDUCATIONAL COMMUNITY

Mr. Roybal. All right. Then I can assume that your work is not only done here in Washington but is actually done in the various communities throughout the United States that will eventually be the recipient of the work and research and everything that you are doing here.

Mrs. Raizen. Oh, yes. Almost none of it is done by the Institute. It is all done by the people out there.

Mr. Roybal. But it is in direct contact and in cooperation with the people who are involved?

Mrs. Raizen. Absolutely. We try to make certain that our projects are appropriately staffed and from the very beginning involve the kind of cooperation you speak of.

Mr. Roybal. I am glad to hear that, because I find, that in some of these areas this is not being done, that is, the direct contact with people in the community.

There is a great deal of dissatisfaction among parents with the approaches being taken by the education community with regard to the very subject matter that these young children will be dealing with in their everyday teaching experience. If you have that kind of situation, then you do not have a program. So I am glad to know that.

Mr. Elliott. I would like to underscore that point. That was very much in issue when the Institute's legislation was passed in the first place.

I think people felt that the laboratory schools, which had been run by university education departments in the 1930's and 1940's, were just far too artificial. The Congress inserted a limitation that said not more than 10 percent of the work on research could be done directly by NIE. The fact is that almost everything is done by universities or by schools or by States or private nonprofit performers.

There is almost no work at all that is equivalent to the NIH Clinical Center or NIH Laboratories, of work here in Washington, for example.

LEARNING FROM THE PARENTS

Mr. Roybal. I still think a great deal can be learned by the universities from community activities and parents; if they do not go to them, then they are missing a point.

Mr. Pforzheimer. I have been out of Texas, in four different school districts in which bilingual problems are very important. I have been very impressed to see how work that has sprung from carefully set-out appropriations from the NIE is resulting in highly practical application in the classroom, either directly or through the State educational agency involved. This is a very impressive thing to see.

Mr. Roybal. I hope that the chairman hears what I am saying at the moment, that is, that I hope that this committee does have the opportunity of visiting some of these areas to learn exactly what it is you are talking about. We learn about it here as we discuss it over the time of the hearing, but to see it I think is to believe it and that is what I hope we can do.

Thank you very much.

MOUNTAIN PLAINS BUDGET

Mr. Flood. In your budget here you have $2.7 million for this mountain plains project, do you remember? That is about half the amount this year.

Mr. Elliott. Yes.

Mr. Flood. You know all about the history of this project, I am sure about that. Will this kind of funding adversely affect the project?

Mr. Elliott. Mr. Chairman, I do not believe so. The project was originally intended as a 5-year research effort. The last of those 5 years is coming to a conclusion with another 6 months of funding in the 1976 budget.

Congress, in fact the Senate Appropriations Committee, has asked the Department of Labor to work with it in trying to find some other sources for continuing the project beyond that.

I believe that the Department of Labor is taking a look at other possible funds that might be made available.

WOMEN'S EQUITY PROGRAM

Mr. Flood. The Office of Education is requesting funds to begin a new women's educational equity program. Now one of your programs is educational equity. What are you two trying to do, upstage each other down there? Is that not some kind of duplication?

Mr. Elliott. We have tried to carve out with the Office of Education the activities they will be working on, which are demonstration activities largely.

The Institute's activities are much more of a research nature. One of them is on the educational needs of women from low income and minority groups.

Another is making some assessment of the achievement patterns of men and women.

A third is to determine the impact of the women's movement on education and occupational plans.

In none of these cases is the Office of Education undertaking any work like that.

EDUCATION VOUCHERS

Mr. Flood. Several years ago we heard a good deal about this new educational voucher system. We have not heard very much about that lately. Are you supporting the voucher experiments?

How much funding is involved in it?

Mr. Elliott. Yes, sir. The total funding for 1976 is $1.6 million for vouchers. That provides for the last year of funding of the only operational voucher site which is in Alum Rock, Calif., and the figure represents a considerable reduction from the previous fiscal year.

It also provides for the conclusion of planning on two additional sites, one in East Hartford, Conn.; and one in New Hampshire. There is no funding provided specifically in this budget for any additional operational voucher sites.

A decision on that will be made following review by the Council on Education Research.

Mr. Flood. Then you have no results from the experiments?

Mr. Elliott. We have some preliminary results that have been reported from the Alum Rock experiment which I would be glad to insert in the record. There are no conclusions from either East Hartford or New Hampshire, because they are not operating.

[The information follows:]

PRELIMINARY RESULTS OF EDUCATION VOUCHER EXPERIMENT

The National Institute of Education is continuing support of the OEO-initiated education voucher experiment at Alum Rock, San Jose, Calif.

Preliminary evaluation data has indicated that parents and teachers are satisfied with the voucher system and that children's achievement levels are virtually unchanged. In the spring of 1974, 81 percent of the teachers surveyed indicated they were pleased to be participating in the program and 62 percent believed the quality of education would improve, while only 7 percent took the opposite view. Teachers cited increased autonomy and responsibility within the school system and greater opportunities for innovation as the reasons for their satisfaction.

A majority of parents also indicated satisfaction with the program, expressing their belief that the education their children would receive would improve. Parents indicate an increasing interest in participating in the decisionmaking process of their schools and are placing more emphasis on educational criteria and less on neighborhood location in selecting a school. Parents exhibit a good understanding of the new way their schools are operating and believe the schools are becoming more responsive to their children's needs.

In addition, 14 percent of the children who could change schools during the summer of 1974 did so, and another 25 percent changed programs within a school. This is an indicator that parents are making critical choices about the kind of education their children receive.

Finally, student achievement levels measured during the second year of the demonstration indicate children are performing at their expected levels. While the change to a voucher system has not led to improved achievement levels, it has not disrupted or lessened the educational achievement of the participating students.

INSTITUTE STAFF CHANGES

Mr. Flood. You are asking for a reduction in your staff of 30 people?

Mr. Elliott. Yes.

Mr. Flood. We are glad to see that for a change. Why the reduction? Is that because of greater efficiency or simply because you have less work to do?

Mr. Elliott. The initial staffing of the Institute which was planned in fiscal 1973 and 1974 was based on a considerably higher estimated budget. The budget now is at a much lower level, as you well know, from what we had anticipated. The staffing we had projected earlier really seemed to be out of line.

In addition, we are emphasizing what we like to call, in a 50 cent word, a catalytic approach for the Institute. We want more of the proposals to come from the people in the educational community, for us to put together and respond to rather than do the work ourselves.

CONTRACT MONITORING

Mr. Flood. Is more of this work of yours being done by contracts outside your own agency? If so, what is to prevent your Institute's staff simply becoming nothing more than mere contract monitors while all the first-hand information, everything the whole thing is about, is being gained by just the contractors themselves?

Mr. Elliott. It is very important that the Institute have staff to pull together a field; for example, when you work on something like basic skills, you can have a conference all right, but unless you have NIE staff who understand what they are hearing in the conference and are able to extract the things that can be shaped into a program, then you are not going to have much of a program guided by the Institute; and you are right, it will be nothing except monitoring of contracts.

CIVIL SERVICE COMMISSION AUDIT

Mr. Flood. Here is another problem you have down there; just last month, the Civil Service Commission suspended your authority to hire, fire, and promote, and to classify your own employees. Nice of them. What brought about that unusual turn of events? That is something new.

Mr. Elliott. It is not unprecedented.

Mr. Flood. It is something new this morning.

Mr. Elliott. I would like to make a slight change in your statement. The Civil Service Commission did not withdraw the authority for the employment and classification of people in the classified service. it was withdrawn by the Department of Health, Education, and Welfare on the basis of an audit made by the Civil Service Commission.

Civil Service Commission has a unit that does audits of Federal agencies; they do them all the time. They have done several in HEW, in the National Science Foundation, and in other places. It happens that our turn came up. When they came to make their audit, they found that as a result of a number of problems with which I am sure, Mr. Chairman, you are very familiar, in the Institute's early history——

Mr. Flood. Yes.

Mr. Elliott [continuing]. That we had not put into place a formal organizational structure, that we did not have all of the proper procedures that one would expect to find in a personnel system, we did not have a merit promotion plan officially adopted, and those kinds of things.

On the basis of this, the Department did withdraw the appointment authority for the classified services, though not for the exempt authority. They have sent over a representative to approve on their behalf classified appointments.

Mr. Flood. What is the current status of this suspension? When do you expect to correct those conditions which lead to this action by the Commission?

Mr. Elliott. We expect to have those cleared up within the next 3-month period. We have an organization proposal now pending before the Department.

We are in the process of developing a merit promotion plan and all of the procedures. We have all our staff engaged in writing job descriptions functional statements, and all of those things one must do to correct these deficiencies.

Mr. Flood. How long have you been on board?

Mr. Elliott. I have been on board since May of 1972, which was before the Institute was founded. I have been Acting Director since November of 1974.

MANDATED STUDIES—COMPENSATORY EDUCATION

Mr. FLOOD. Now back to the law, the 1974 education amendments: they mandated quite a number of these specific activities, spelled right out for the Institute; for example, the study on compensatory education, you recall that?

Mr. ELLIOTT. Yes.

Mr. FLOOD. We touched on crime in the schools.

How are these studies coming along?

By the way, would you have included those among what we talked about as your current priorities, if they had not been required by the law? Would you have had them in there?

Mr. ELLIOTT. The compensatory education study is so unique to the Congress own need to reconsider the law it probably is something that would not have come up in these priorities. But it is a special case, something the Congress would find useful for its own purposes, and I think very appropriate for the Institute to work on.

COMPUTER ANALYSIS OF FORMULA CHANGES

Mr. FLOOD. Will this project take a look at computer operations, which analyze the effects of various formula changes?

Mr. ELLIOTT. I think I would like to extend this statement for the record, but I believe there is a question here of making computerized information available that would be useful to the committee in making its own analysis.

Mr. FLOOD. It could serve to analyze, without question?

Mr. ELLIOTT. Yes.

Mr. FLOOD. The effect of all these various formula changes?

Mr. ELLIOTT. Right.

The intent is to help the Congress understand what the effect would be of those changes, either in administrative provisions or in the statutory allocations.

Mr. FLOOD. Thank you very much.

Mr. Michel?

COOPERATION WITH THE OFFICE OF EDUCATION

Mr. MICHEL. It appears from your budget that we still have with us the same duplication of some research endeavors which have existed for the past several years. In fact, this year it appears more pronounced, considering the new special project programs being administered by the Commissioner of Education.

Are you in any way trying to work with the Commissioner in an effort to eliminate some of this duplication and better coordinate the various research educational activities?

Mr. ELLIOTT. Yes, sir; we certainly are.

I would cite first of all the dissemination panel in which both we and the Office of Education jointly look at evidence about how well projects have performed.

Mr. MICHEL. On that dissemination panel, how does your program differ from the packaging and field evaluation under the Commissioner of Education?

Could not the two things be consolidated? Why do they have to go their individual ways?

Mr. ELLIOTT. I simply have to agree with you that there is an important question there about whether or not those things are duplicative. I know that is one of the issues now being raised in a staff memorandum within the Assistant Secretary's office about what that activity is and how it relates to the NIE. I know, sir, that that is an issue.

Mrs. RAIZEN. If I may expand on that, OE has a responsibility to inform the education community about its own products and its own activities. NIE has the responsibility by legislation, as you know, to be concerned with all education research and development, no matter who sponsored it, where it came from, whether it arose from a local school system, or a university, or from a nonprofit agency, with Federal funds or otherwise.

So our mission is really much broader than that of OE, since their legislative mandate is confined to giving information about their activities or activities that they sponsor.

DISTINCTIONS BETWEEN OE AND NIE PROGRAMS

Mr. MICHEL. When we passed the amendment to the Education Act and mandated you to do certain things, what significant changes were made in the most recent mandate as distinguished from the earlier one you had?

Mr. ELLIOTT. The broader mandate of the Institute was not changed actually by those statutes. There were some additional authorities given to the Office of Education, in some cases given jointly to the Office of Education and NIE that tended to fuzz up the lines a bit more between the two organizations.

For example, several so-called clearing houses were authorized to be supported by the Commissioner of Education, one for the gifted and talented, one for community schools, one in the bilingual area, authorized for both the Commissioner and the Director of NIE, and one in the adult area.

Mr. MICHEL. You say what we did the last time around tended to fuzz up this thing?

Mr. ELLIOTT. Yes. That is one of the reasons that mechanisms such as the dissemination panel and a series of meetings which have been held in the Assistant Secretary's office on bilingual programs have tried to sort out these various authorities so that somehow we can come back to you and say who does what.

I think we are going to be able to tell you finally that the individual activities which the Institute supports are distinctly different from the individual activities that the Office of Education supports, but whether we are going to be able to give you a thoroughly structured rationale on why each agency is to do certain things, I am not sure, because we both have a responsibility to do what it says in the statutes.

REAUTHORIZATION

Mr. MICHEL. The life of the Institute was not extended by the amendments?

Mr. ELLIOTT. That is correct, except——

Mr. Michel. You have special authorization for that which expires June 30?

Mr. Elliott. That is correct, with one exception—the automatic extender provision which carries our authority on for 1 year while the Congress is considering the authorization statute.

Mr. Michel. That is right. So it is really under no given set of circumstances the kind of situation developing where, being mandated anew by the past amendments, you would actually lose your life to exist if we did not extend your authorization beyond June 30?

Mr. Elliott. That is right.

TRAINING OF STATE DESIGNATED PERSONNEL

Mr. Michel. I have a number of questions which have been pretty well gone over here.

Under dissemination you have $7.6 million in the budget appearing to teach educational personnel how to use new research findings. Is this approach necessary, particularly in the face of the size of the sum involved?

Mr. Elliott. I would like to ask Mrs. Raizen to comment on that.

I have no question that it is necessary. Too often the research that has been done has just gathered dust and has not been used in the classrooms. The Government has invested about a quarter of a billion dollars in the last 15 years in this area.

It seems to me the public has a right to these materials.

Mr. Michel. Is that not the two areas in which you actually have an increase in personnel, in the dissemination?

Mr. Elliott. Yes, sir, that is correct.

Mr. Michel. I am not quarreling with it. I am just bringing it out for the record, because I have to agree with you that it does not do any good to research these things if we do not get the information out in the hustings. That delivery is part of your responsibility.

Go ahead.

Mrs. Raizen. Yes.

I think one of the big problems we see is the gap between research and development and what actually happens in schools.

As I said before, created partly through Federal seed money, partly through State and local money, there are people now in the States, often in intermediate units, charged with the responsibility of helping the local school people. However, they do not tie into research and development. There is no training given to them that would make them aware of the knowledge and alternative products and strategies generated through research and development.

LOCAL EDUCATION SPECIALISTS

If I may go back to the agriculture system for a moment, the function that is missing—we cannot build it into one person as in agriculture because education is very complex—is really the agent's agent, the extension specialist, the person that gives the local extension agent the advice he needs when he gets beyond his depth.

The people that we have in the local education agencies, in county units, in teacher centers, and in the intermediate units, like boards of cooperative education—all these mechanisms established to help the local school system—have no way of linking directly to education research and development, as does the agriculture extension agent.

Essentially that is what we are trying to build with that $7.6 million that you referred to. But it has to be a little more complicated than in agriculture, where the whole system is focused on one institution; namely, the school of agriculture at the land grant university.

So what we are trying to do is bring together all the research knowledge and the development products and the strategies relevant to a particular problem area, so that the helping people can be trained in what those alternatives are, where they were tried out and with what results and so on. Then they can go back to their local school systems and teachers to bring them that knowledge and advice.

That is what that $7 million is about.

In addition, there is money in here for the local school system to get the technical assistance from a laboratory, from a center, from a school of education, so when they actually make the decision and get ready to make the change, they can have help in doing that.

MECHANISMS FOR CONTRACT MONITORING

Mr. MICHEL. Is the bulk of that in contracts?

Mrs. RAIZEN. Yes; it will be almost all in contracts.

Mr. MICHEL. In that whole area of contracts and grant awards, what kind of mechanism do you have in place for monitoring, closely keeping tabs on what is going on?

Mr. ELLIOTT. There is a variety of mechanisms, there is a variety of different kinds of questions. For instance, there are reports made all the time to our Contracts and Grants Office, about the progress of work, expenditure rates, and so forth.

Then we have our program people who are in the field, and talk with the researchers about how their work is progressing, to see if they have ideas about problems.

Mr. RUSSELL. There have been various reports that both grantors and contractees have to submit to us before they receive their next payment.

Part of the problem you are trying to get at is, I think, that we are unable to audit on let's say a monthly basis each report that we may receive. Therefore, until we have a massive audit of a contract or a grant, on the average of about once a year, we may not be able to doublecheck what he has sent us.

CONTRACT AND GRANT AWARDS

Mr. MICHEL. There is a series of different ways in which these decisions award a contract or a grant? What kind of review process or selection process? Who makes the decision? Do you have a specific person you can put the finger on and say, he is pushing the button—he is responsible?

Is there a peer review group?

Give me an idea about this $7.6 million. I have seen far lesser amounts going all kinds of different ways that they ought not to be going.

Mr. ELLIOTT. There is series of different ways in which these decisions are made depending on the program you are talking about.

Mrs. Raizen. The general method when we are talking about contracts, is in the first place, to develop the request for proposals to respond to, that is, a process by which a lot of outside people are engaged.

For example, in the programs where States will be the competitors, we have been working with the States now for 2 or 3 years to develop something that both will serve their needs and also will get the most leverage that we know how to get out of the Federal dollar that we are charged with spending. When the proposals come in, there is an internal review group drawn from HEW and NIE, and an external review group, made up of people who are to be served by that kind of a program and by people who would be parallel to the person carrying it out. So that you have an internal review process and an external review process for most of these items that you see here.

In the end I would say it is the Director who is accountable. He has the final authority to award contracts.

Mr. Elliott. At each of these stages there will be a series of criteria laid down that will look at such things as the capability of the performers, the experience they have had, the quality of the proposal, whether people seem to know what they are talking about.

All of these are assigned weights. At each stage there is some kind of review of what the points are that are generated by this review system.

Mr. Russell. Preaward surveys take a look at whether or not they have the financial ability or administrative ability to handle the contractor grant.

EDUCATION CONSULTANTS

I am concerned about one thing that I would not want to be left. Although outsiders are involved in working as consultants with Mrs. Raizen's office to provide the necessary input from the field, they do not make the programatic decision as to what goes into the scope of work in a grant or contract. That is the responsibility of Mrs. Raizen and her professional staff, not those outsiders. They provide input.

Although they may be subsequently involved in responding to an RFP, they may be involved in the review, they still do not make the decisions for the Institute. The Institute makes the decisions, principally coming from Mrs. Raizen's office.

THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Mr. Michel. Does this national council have any part to play at all?

Mr. Elliott. An extremely important part.

The national council is the policy organ for the Institute. We do have a chairman installed.

Mr. Pforzheimer is a member of that council. The council reviews our plans, the operations of the Institute, and establishes overall policy for the organization.

Mr. Michel. Are they mandated to meet regularly?

Mr. Elliott. The statute only requires that they meet a minimum of four times per year. Actually, I believe they met nine times last year. Occasionally they meet for 2 days and they usually visit a project then.

Mr. Pforzheimer referred a moment ago to visiting a few projects in Texas on a couple of occasions. That was when we were in Texas for our council meeting, and the site selection had been made at that time.

Mr. MICHEL. If we do not already have the names of those currently serving on the national council, we ought to have it for the record.

[The information follows:]

NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Dr. William O. Baker, president, Bell Telephone Laboratories, Murray Hill, N.J.
Mr. Ralph M. Besse, Squire, Sanders & Dempsey, 1800 Union Commerce Building, Cleveland, Ohio.
Mr. Edward E. Booher,[1] President, Books and Education Services Group, McGraw-Hill, Inc., 1221 Avenue of The Americas, New York, N.Y.
Dr. John E. Corbally,[2] President, University of Illinois, Urbana, Ill.
Dr. Dominic J. Guezzetta, President, University of Akron, Akron, Ohio.
Dr. Larry A. Karlson, instructor, Human Services Dept., Spokane Falls Community College, West 3410 Ft. George Wright Drive, Spokane, Wash.
Dr. Arthur M. Lee, Director, Project Baseline, Northern Arizona University, Box 15015, Flagstaff, Ariz.
Dr. Charles A. LeMaistre, Chancellor, University of Texas System, 601 Colorado Street, Austin, Tex.
Mr. James G. March, professor of higher education and political science, School of Education, Stanford University, Stanford, Calif.
Mrs. Ruth H. Minor, Principal, Locust Street School, Roselle, N.J.
Mr. Carl H. Pforzheimer, Jr., Carl H. Pforzheimer and Company, 70 Pine Street, New York, N.Y.
Dr. Wilson C. Riles, State Superintendent of Public Instruction, State Department of Education, 721 Capitol Mall, Sacramento, Calif.
Mr. W. Allen Wallis, Chancellor, University of Rochester, Rochester, N.Y.
Dr. John C. Weaver, President, University of Wisconsin System, 1760 Van Hise Hall, Madison, Wis.

Mr. PFORZHEIMER. Mr. Michel, it seems to me that an interesting thing, which you are talking about and to me is so important, is that the teacher, to be effective, must have the benefit of this research. If he does not, the research itself is sterile.

I think one of the things we have to recognize right away is that the great burden the teacher has to bear from a philosophical point of view is the inevitability that education has to be produced day in and day out for use in a very ill-defined future by those who have been trained in the past.

It seems to me that dedicating almost 10 percent of this budget to helping establish a form of in-service training for the teachers is very fundamental and is one that has to be greatly encouraged.

While we of the council do not monitor the actual administrative work project-by-project, we do feel a great responsibility to see that this kind of money be funneled to those vast areas which need it. Interestingly enough, this morning, quite by accident, I found myself in the same plane coming down from New York at 7:30 with Al Shanker, a long-time friend. I had an excellent chat with him.

I was delighted to find out that he feels very strongly now that with this increasing attention to dissemination, increasing attention being paid to the teachers, he now feels that this is very much more of what the NIE should be doing and to him it is a very successful turn of events, and he took the trouble so to express himself about a month ago to the Secretary. I found him very, very enthusiastic about a number of the projects, including the one that you just put your finger on.

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[1] Nominated for Council membership.
[2] Chairman of the Council.

Mr. MICHEL. I am very happy to have you make that observation here. I might say that in respect to the earlier exchange the gentleman from New Jersey had, I would probably differ somewhat with his thinking with respect to, for example, even an item like vocational education or training. The fact that we did it one way 20, 30, or 40 years ago does not mean we are meeting the need today.

Mr. PFORZHEIMER. No.

Mr. MICHEL. As a matter of fact, things have changed so much that part of our problem in that specific area is the fact that it has been so incestuous, if that is a good word to use, or inhibited in thinking anew. We have had problem that probably could have been absolved had we a little foresight a few years back to take a look into the future instead of being wedded so much to the past, ways which, in my opinion, became obsolete.

LONG-TERM RESEARCH

It appears from the budget justifications that you are moving away from programmatic research, research of a more comprehensive and long-term nature.

Is this accurate? And if so, what are the reasons?

Mr. ELLIOTT. There is a reduction in our budget for a category that has been called development in the past.

Also, as you know, there is an estimated reduction in the total amount of money that may go to the laboratories and centers.

On the other hand, we do have some activities in the budget that are specifically intended to be of a long-term nature and fairly broad in scope. In that regard I would point to some basic skills studies centers where we do propose to study on an institutional basis for a period possibly of several years a series of issues having to do with research, the application of research to classroom practice, and the development of curricular materials.

Another example where we plan on a fairly long-term commitment is for the so-called experience-based programs which I referred to earlier. I only use these as examples that the Institute is not turning away from the notion of large-scale multiyear work.

I think there will be more of our work done on that basis in the future.

Mr. Michel.

EARMARKING FOR RESEARCH LABORATORIES AND CENTERS

Mr. MICHEL. What is your view with respect to especially earmarking for laboratories and centers?

Mr. ELLIOT. We have constructed a program on the basis of problems. That is where we have not only looked at the congressional reports from last year that spelled out a number of activities for the Institute to address, but we have looked at such sources of important education problems facing America as the ones identified in Public Law 93-380, which talks about White House conferences in 1977, and lays out a series of problems. We have talked to many, many people in educational associations, people from State departments of education. We have had many conferences with individuals.

From all of this we and the National Council on Education Research have adopted a program which was intended to address a set of problems in American education. That is what has driven our program rather than who are the people who ought to carry on the work.

It seems to me finally that the strongest case for what we are taking back to the Congress is whether we have been responsive to Congress and responsive to the educational community about what they view as important, rather than what are the capabilities of some individuals who have been involved in doing the work in the past. It is a quite different point of view, I think, and a very important one.

Mr. MICHEL. Is there a danger in earmarking in that you get locked in? Obviously it makes any kind of effort more rigid, does it not? It denies flexibility?

Mr. ELLIOTT. It certainly does. Of course, it would depend on how the earmarking was done.

As I have said here before, we do expect much of our money will go to those institutions which have the best capability to carry on this high priority work. I think many of the institutions which have been doing this work will continue to be supported really quite heavily by the Institute.

WOMEN'S RESEARCH PROGRAM

Mr. MICHEL. I think it was the chairman who made mention of this education equity program and the study to determine the impact of the women's movement on the occupational and educational plans of women.

Is this not something more appropriately funded by the women's movement itself rather than by the Federal Government?

Mr. ELLIOTT. It falls in the category of research and it falls in the category of improvements needed in the American education. It seems to me the Institute does have the responsibility here to make sure that biases and discrimination which have prevailed in education in the past are dealt with in our work.

I just think that our statute, which as you know talks about equality of educational opportunity, specifically mentions barriers with regard to sex, among other barriers that provides the basis for the Institute's work in the women's programs.

EDUCATIONAL RESEARCH PRODUCTS

Mr. MICHEL. I think we all realize that the Institute has only been in existence for 3 years, but of course we have had research in the Office of Education before that.

Can you, at this point, give us some examples of the products of education research that have been developed so far through the efforts of NIE and its predecessor programs?

I think this is important because people want to know where all this money is going and whether we are really getting anything for it.

[The information follows:]

EXAMPLES OF NIE RESEARCH PRODUCTS

NIE has funded many research projects which have resulted in products for use by teachers and school administrators. Over 400 of such products will be described in the NIE Product Catalog to be made available to 17,000 public school districts, Members of Congress and to the public at large in the fall of 1975.

The following are abbreviated descriptions of some NIE research products:

The IGE-Unit School, developed by the Wisconsin R. & D. Center, which was installed in 1,600 elementary schools across the Nation in 1973–74 and has been adopted by 3 percent of our elementary schools in a 3-year period. This program concentrates on changing the organization for instruction so that individualized teaching and learning can more readily occur. This comprehensive system for individualizing instruction—with its new approaches to shared decisionmaking and unique approach to curriculum—has been highly successful.

The Wisconsin Reading Design, now in use in 3,500 schools in 48 States represents a cost effective approach to individualizing instruction, helping teachers to make informed decisions on where children are in reading skill development and providing a wide range of options in curriculum materials and resources from which to choose.

The development of highly useful elementary and secondary school test evaluations by the Center for the Study of Evaluation at UCLA. Approximately 14,000 test evaluation books have been distributed nationally, helping school personnel in more effective selection of tests to meet evaluation goals.

The development of materials and models for improving the management of hard-pressed institutions of higher education by the National Center for Higher Education Management Systems (NCHEMS). Almost 900 institutions of higher education participate in the development and use of NCHEMS materials. Approximately 500 colleges and universities have used one or more NCHEMS products.

Curriculum materials to meet the special needs of minorities, such as Southwest Educational Development Laboratory's Bilingual Kindergarten and bilingual early elementary projects. These two programs are developing comprehensive curriculum for low-income, Spanish-speaking children, focusing on reading, communication skills and mathematics. Since completion of the field testing in 1973, over 180 curriculum packages have been purchased for use in eight States. The State of Texas, with more than 300,000 Spanish-speaking students in its public schools, has included these materials on its list of preferred products.

The Commission for Teacher Preparation and Licensing of the State of California is testing the possibility of identifying and then measuring teacher practices which are usually effective in helping children learn. This effort examines the teaching of reading and mathematics in the second and fifth grades. Since 15 States are considering basing licensing requirements on teacher competency and 17 already have legislation to that effect, the identification of what characteristics are important for improving student learning will provide education policy makers, legislators and American teacher education with much needed information.

The Educational Resources Information Centers (ERIC) network is an ongoing activity which continually supplies teachers, administrators, students and researchers with information. The 16 ERIC clearinghouses collect, screen, synthesize and disseminate information and reports in selected areas of education. More than 180,000 reports, articles and bibliographies are currently available and citations are increasing at a rate of 34,000 items per year. As of September 1974, 238 professional organizations with a membership of 4.1 million were working with ERIC and 100,000 questions had been answered by the system, over half of which were posed by education practitioners and decisionmakers. It is estimated that ERIC is used 10 million times annually.

The Lawyers Committee for Civil Rights Under Law has summarized the education laws of the 50 States and developed charts with related descriptive materials in order to help educators, legislators and jurists compare their States provisions for quality education with those of other States. The compilations summarize each State's education standards in 36 areas, including admissions, attendance requirements, equal educational opportunity, inservice training, school personnel policies and teacher certification. A followup study will build on this work to develop a model of flexible legislative and administrative standards to assist policymakers in making decisions on issues such as textbook selection, pupil-teacher ratios and compulsory attendance.

Three products have resulted from a study on "Sex Bias and Sex Fairness in Career Interest Inventories". Guidelines have been developed to assess the sex fairness and bias in materials used as guidance tools, and to date NIE has received over 5,000 requests for these guidelines from colleges, churches, schools, vocational services, State agencies and businesses. In addition, a learning kit to help guidance counselors deliver career counseling free of sex bias will be ready for distribution this April. Guidance and counseling materials for women which discuss in clear, understandable language occupational information, new laws relevant to women in the work force, child care opportunities and job search skills have also been developed.

The Institute's support of large scale innovations to help big city schools has resulted in a major redirection of public education in Minneapolis, Minn. After 2 years of OE and NIE support, the Minneapolis Board of Education voted in March 1973, to extend the alternative education model throughout the city by 1976. Known as Southeast Alternatives, the experimental schools project has generated national interest, received overwhelming approval from southeast parents, and has been frequently cited as a prime example of how a school district can successfully meet the diverse needs of their students. The project has been so successful that students from other parts of the metropolitan area have applied for admission to the southeast schools. The four elementary and two secondary schools in southeast Minneapolis follow distinctly different philosophies ranging from traditional teacher-directed learning to open classrooms that permit a large measure of student freedom. The most striking characteristic of the project is the opportunity for choice. Parents can choose the kind of school they want their children to attend. Teachers have the chance to choose the school that best fits their philosophies and teaching styles. Students are presented with learning alternatives throughout their 12 years of school.

Mr. MICHEL. Finally, could you describe for us what steps you have taken to eliminate some of the more marginal research projects?

[The information follows:]

STEPS TAKEN TO ELIMINATE OR IMPROVE THE QUALITY OF MARGINAL NIE RESEARCH ACTIVITIES

The National Institute of Education has invested considerable time and energy in reviewing the quality of its projects. The general policy of the Institute has been that research and development work for which there has been a significant Federal investment should be supported to completion as long as the work continues to: reflect national priority needs in education; there are sufficient Institute resources available; and the work meets high standards of technical quality and is likely to make a significant impact on educational practice.

In fiscal year 1973 the Institute undertook a major assessment of its inherited programs, particularly the research and development work being conducted by the educational laboratories and centers. Prior to the transfer of this work to the NIE, the Office of Education had decided to change the basis of Federal support to the laboratories and centers from one of institutional support to one of multiyear support for specific research and development projects. The NIE decided to continue this policy change and undertook a comprehensive review of the 68 projects proposed by the laboratories and centers for continued Federal support. The review process involved a large number of outside practitioners, scholars, and policymakers. As a result of this review 11 projects were phased out because they did not meet the standards of peer judgment; another 5 were judged ineligible for funding at that time because they were new starts and the National Council on Educational Research had not yet met to establish policies for such work; the remaining 52 proposed projects were awarded contracts of up to 3 years depending upon the work required. Of these, eight projects were judged as addressing an important national problem but inadequately planned or staffed to warrant the award of multiyear contracts. Consequently these projects were only granted a 1 year continuation until the contracting lab or center could demonstrate that the necessary quality standards were met.

In addition to these efforts, major reassessments have been made in other Institute programs: After a review of the experimental schools program, plans to support additional project sites beyond those already underway were dropped due to a lack of evidence that additional sites would provide substantially more benefit or knowledge about the problems of comprehensive change in the schools. Furthermore the evaluation components of the existing experimental school sites were substantially strengthened.

After a review of the ERIC clearinghouse system four of the ERIC clearinghouses were consolidated into two clearinghouses. This change has reduced considerable duplication of effort and expense.

The original career education models inherited from the Office of Education were reviewed. The school based model was severely reduced after an assessment of the project revealed that the original curriculum development strategy had been based on unrealistic assumptions about products that were already available. Limited support has continued for the final revision and field testing of curriculum products that had been developed. The experience based model at four regional laboratories has been highly successful and plans are currently underway for its wide spread dissemination. Finally, the Glasgow, Mont., residential based model program has undergone major modifications as a result of NIE reviews. In the spring of 1973 the evaluation component of the program was improved by the introduction of control groups, and that summer a cost accounting system was implemented with corresponding actions that have progressively reduced per family costs in the program. Recently a review of the instructional materials developed at Glasgow has been made and provisions introduced for their packaging and dissemination.

Stronger evaluation components were added to several of the Institute's technology programs in order to provide educational policy makers with more adequate information regarding the promise and impact of advanced educational technologies. Two of the major programs for which strong evaluation efforts were added are the three satellite experiments and the SUN project at the University of Mid America.

The entire research grants program of the Institute was reoriented away from independent basic research concerns and toward the specific problems identified by the National Council on Educational Research as priority areas for the Institute.

Program assessment and review is a central and continuing activity of the Institute. Particularly as budget constraints have become increasingly severe, the Institute has made every effort to eliminate its marginal projects and focus on work that promises to have the maximum benefit for the Nation's schools.

NIE PROGRESS

Mr. Michel. I wants to make sure that once you find you have a change in direction that you have enough flexibility to make that change, and if it looks like a dead end, you are not going to be afraid to admit the mistake rather than throwing more good money after bad.

We have gone that route a good many times. You know you have had some problems selling some people on this side of the table, maybe not so much on this side of the Capitol, but on the other side.

I personally would like to help as much as I can, but I have to be convinced, of course.

Mr. Elliott. I would like to stress just once more some of the comments I made at the outset.

I do feel that the Institute has gone some considerable distance from the time that you referred to earlier. We do have a fully functioning council, we have a council chairman, we have a set of policies and a program which have been adopted by that council, we have a bill which has been transmitted to the Congress by the administration as recently as yesterday. We have a program which responds, I think, to the concerns of the educational community and to the concerns of the Congress.

It is a program that we are proud of and hope very much that the committee will find worthy of consideration.

POSTSECONDARY EDUCATION

Mr. Michel. One final question occurs to me.

You are not limited to your research in primary and secondary education?

Mr. ELLIOTT. No, sir, not at all.

We are budgeting about $9 million out of our total for postsecondary education. The statute is extremely broad both as to the kinds of activities carried on all the way to research, development, and training; it is wide open.

Mr. MICHEL. I think that is all, Mr. Chairman. Thank you.

JUSTIFICATION OF THE BUDGET ESTIMATES

Appropriation Estimate
National Institute of Education

For carrying out section 405 of the General Education Provisions Act, including rental of conference rooms in the District of Columbia, [$70,000,000: Provided, That none of the funds appropriated under this heading may be used to award a grant or contract to any educational laboratory, research and development center, or any other project if any employee, of said laboratory, center or project is, compensated, directly or indirectly, in whole or in part from Federal funds at an annual salary in excess of the salary paid to the U.S. Commissioner of Education or the Director of the National Institute of Education.][1] *$80,000,000*

For "National Institute of Education" for the period July 1, 1976 through September 30, 1976, $20,000,000. *(Department of Health, Education, and Welfare Appropriation Act, 1976.)*

Explanation of Language Change

1. A number of leading people who can make important contributions to education research and development receive an annual salary in excess of the salary paid to the U.S. Commissioner of Education or the Director of the National Institute of Education. It is desirable that the Federal Government be able to have these individuals compete for proposed work and that their contribution to seeking solutions to educational problems not be excluded because of the salary ceiling, which currently is $36,000 per year.

NATIONAL INSTITUTE OF EDUCATION

Amounts Available for Obligation

	1975	1976
Appropriation	$70,000,000	$80,000,000
Proposed transfer for Civilian Pay Raises from Library Resources, Office of Education	357,000	--
Subtotal, adjusted appropriation	$70,357,000	$80,000,000
Comparative transfer to:		
"Departmental Management", Office of Secretary, DHEW, for Support of Departmental Audio-Visual Management Information System	- 1,000	--
Total, obligations	$70,356,000	$80,000,000

Summary of Changes

1975 Estimated Obligations..	$70,356,000
1976 Estimated Obligations..	80,000,000
Net Change..	+$ 9,644,000

	Base		Change from Base	
	Pos.	Amount	Pos.	Amount
Increases:				
A. Program:				
1. Dissemination.......	--	$ 5,871,000	--	+$12,472,000
2. Basic Skills........	--	12,389,000	--	+ 1,524,000
3. Educational Equity..	--	3,003,000	--	+ 2,435,000
Subtotal......	--	--	--	+$16,431,000
Decreases:				
A. Program:				
1. Education and Work..	--	12,671,000	--	- 2,763,000
2. Finance, Productivity, and Management........	--	18,499,000	--	- 198,000
3. Other Projects........	--	6,267,000	--	-2,870,000
4. Program Direction and Administration........	370	11,656,000	-30	- 956,000
Subtotal........	--	--	-30	-6,787,000
Total, Net Change.........	--	--	-30	+9,644,000

Explanation of Changes

Increases:

A. Program:

1. Dissemination -- A net increase of $12,472,000 is requested for this activity. (1) Gross increases totalling $12,825,000 includes: (a) $2,500,000 to assist approximately 30 States and professional education organizations, big city schools and higher education institutions as they develop and improve their dissemination capacity; (b) $7,625,000 to build people-to-people links between education practice and research and development by training up to 2,500 State, local and intermediate personnel, provide funds to local education agencies to allow teachers to learn first-hand about recent innovations; and enable research and development agencies to assist up to 20 States to use research findings to address locally-defined problems and; (c) $2,700,000 to enable up to 10 States to identify and verify exemplary local practices and to allow educational organizations to catalogue research and exemplary practices in reading and career education. (2) A decrease of $353,000 reflects non-recurring costs such as planning activities for the 1976 dissemination programs.

[illegible] -- A net increase of $[illegible],000 is requested for this activity. (1) A decrease of $[illegible],000 reflects the completion of research and development projects awarded to the educational laboratories and R&D Centers on a non-competing basis. (2) An increase of $6,799,000 for new research awards focusing primarily on reading comprehension in grades 4 to 8.

3. Educational Equity -- A net increase of $2,435,000 is requested for this activity. (1) A decrease of $916,000 reflects the completion of research and development projects awarded to the educational laboratories and R&D Centers on a non-competing basis. (2) An increase of $3,351,000 for an expected 37 awards designed to remove barriers to education which minority populations and women currently experience.

Decreases

A. Program

1. Education and Work -- A net decrease of $2,763,000 is requested for this activity. (1) Gross increases totalling $2,500,000 include: (a) $500,000 for an expected 90 five-minute television spots to show children ages 4 to 8 about the world of work and the wide variety of ways in which people earn a living; (b) $950,000 for an estimated 10 grants to expand current information on how to improve career decisions; (c) $1,050,000 to conduct several policy studies on issues such as ways to expand youth work experience programs. Gross decreases totalling $5,263,000 includes: (a) $3,404,000 to reflect conclusion of the research and development phase of a residential training program for rural families at Glasgow AFB, Montana and an adult career counseling demonstration in Rhode Island; (b) $1,859,000 to reflect, primarily, the completion of research and development projects awarded to the educational laboratories and R&D Centers on a non-competing basis.

2. Finance, Productivity and Management -- A net decrease of $198,000 is requested for this activity. (1) Gross increases totalling $8,003,000 includes: (a) $700,000 for school finance reform projects including the preparation for use by policymakers of a state-of-the-Nation report, (b) $2,554,000 for projects of organization and management including the continued support of 32 schools funded in 1974 as experiments to improve school organizational strategies for planning and decision making, (c) $2,500,000 for studies of issues which States now face as they enact or debate "competency-based" education, (d) $1,650,000 to conduct research on improving the productivity of education, (e) $599,000 to complete operational phase of the 18 experimental school projects. (2) Gross decreases totalling $8,201,000 includes: (a) $4,230,000 to reflect the conclusion of satellite experiments in Rocky Mountain, Alaskan and Appalachian regions of U.S., (b) $971,000 to reflect the phase-out of operational costs associated with the Alum Rock educational voucher experiment, (c) $3,000,000 to reflect the completion of research and development projects awarded to the educational laboratories and R&D Centers on a non-competing basis.

3. Other Projects -- A net decrease of $2,870,000 is requested for this activity. (1) Gross increases totalling $2,600,000 includes: (a) $2,200,000 to continue the Anacostia (Washington, D.C.) project last funded in 1974 involving 20,000 children in a school program where the local community has participated, (b) $400,000 to study the strength of the current educational R&D system. (2) A decrease of $5,470,000 reflects the completion of research and development projects awarded primarily to the educational laboratories and R&D Centers on a non-competing basis.

4. Program Direction and Administration -- A decrease of $956,000 reflects payroll and related costs associated with the reduction of 30 full-time permanent positions not currently needed to carry out the Institute's mission.

Obligations by Activity

	1975 Estimate		1975 Revised		1976 Estimate		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Research and Development	---	$58,700,000	---	$58,700,000	---	$69,300,000	---	+$10,600,000
Program Direction and Administration	370	11,299,000	370	11,656,000	340	10,700,000	-30	- 956,000
TOTAL	370	$69,999,000	370	$70,356,000	340	$80,000,000	-30	+$ 9,644,000

Obligations by Object

	1975 Estimate	1975 Revised	1976 Estimate	Increase or Decrease
Total number of permanent positions	370	370	340	- 30
Full-time equivalent of all other positions	31	31	12	- 19
Average paid employment	402	402	367	- 35
Personnel compensation:				
Permanent positions	$7,335,000	$7,646,000	$7,286,000	-$ 360,000
Positions other than permanent	599,000	618,000	256,000	- 362,000
Other personnel compensation	30,000	30,000	25,000	- 5,000
Subtotal, personnel compensation	7,964,000	8,294,000	7,567,000	- 727,000
Personnel benefits	668,000	695,000	650,000	- 45,000
Travel and transportation of persons	368,000	368,000	319,000	- 49,000
Transportation of things	30,000	30,000	15,000	- 15,000
Rent, communications and utilities	940,000	940,000	970,000	+ 30,000
Printing and reproduction	101,000	101,000	85,000	- 16,000
Other services	1,107,000	1,107,000	985,000	- 122,000
Project contracts	44,612,000	44,612,000	52,668,000	+8,056,000
Supplies and materials	91,000	91,000	82,000	- 9,000
Equipment	30,000	30,000	27,000	- 3,000
Grants, subsidies and contributions	14,088,000	14,088,000	16,632,000	+2,544,000
Total obligations by object	$69,999,000	$70,356,000	$80,000,000	+$9,644,000

Significant Items in House and Senate Committee Reports

Item	Action Taken or to be Taken
FY 1975 House Report	
1. The Committee stated that "the Institute has not fully carried out the intent of Congress to assist state and local education agencies through dissemination of research information and newly developed programs and practices."	1. The budget request for FY 1976 provides for three times the 1975 level or $14,313,000 for dissemination projects. During FY 1975 funds are being provided to assist approximately 30 states develop or improve their dissemination activities. The goal of the program in FY 1976 is to provide teachers, administrators and policy makers outcomes of educational research and help them adapt development products such as innovative curricula and exemplary local practices to their own use.
FY 1975 Senate Report	
1. The Committee recommended the Institute take steps necessary to eliminate marginal less productive education R&D projects and concentrate efforts on more goal oriented activities. The Committee specified the following as examples of the kind of activities on which the Institute should focus.	
o A proposed study of School Finance	o Funds have been provided in FY 1975 for School Finance Planning activities. In FY 1976 the Institute will work closely with School Finance policymakers in States and elsewhere to support analyses and research responding directly to their needs. $32,000 will be provided in FY 1975 and $750,000 in FY 1976.
o The more successful educational laboratories and centers	o In FY 1975 an estimated $29.8 million will bring most of the ongoing lab and center projects to conclusion. For FY 1976 new funding decisions for the most part, will be made by NIE personnel with the advice of outside experts in response to competitive program announcements. The experience of many of the education laboratories and R&D centers should enable those most capable to compete successfully. A tentative estimate of NIE funding for labs and centers in FY 1976 is $20 million. This estimate

Item	Action Taken or to be Taken
	is based upon their past capabilities in undertaking research and at providing support services to local education personnel such as adapting R&D outcomes to local school needs.
o The Mountain Plains Project	o $5.2 million will be provided in FY 1975 and $2.7 million in FY 1976. The decrease reflects the conclusion of the research and development phase of the residential training program for rural families in the six-state Mt. Plains region.
o The D.C. Schools Project	o Since the D.C. Schools Project is currently operating on funds awarded during FY 1974, funds will not be necessary for continued support until FY 1976. The budget does request $2.3 million representing the final year of the three year project in the Anacostia area of the District of Columbia.
o The University of Mid-America	o In FY 1976 the University of Mid-America will be expanded from a one-state to a 5 state network. In addition, the proposed budget of $1.6 million provides up $.2 million from FY 1975, to expand the number of courses offered from 4 to 8.
2. The Committee directed that $155,000 be provided to continue operation of the Child Study Center now operating at HEW.	2. $75,000 has been provided in FY 1975 to continue the Office of Education Child Study Center. The FY 1976 budget provides for NIE to support research in early childhood education in conjunction with the ongoing child study center. Alternatives designed to increase the impact of the research expenditures will also be explored, such as establishing a preschool demonstration site in collaboration with the Smithsonian Institution. $200,000 is planned for FY 1976.
3. The Committee recommended that an appropriate portion of FY 1973 funds be allotted as final payment to the Western Institute of Technology.	3. Necessary FY 1973 funds ($506,000) have been provided as final payment for the National Computer Services, Western Institute of Technology Project in Waco, Texas.

Authorizing Legislation

1976	
Authorized	Appropriation Requested
1	$80,000,000

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[1] Legislation will be proposed for the reauthorization of the National Institute of Education. However, Section 414, of the General Education Provisions Act provides for a one year automatic extension through June 30, 1976 of the current authorization (in the event that work leading to reauthorization has not been completed). The automatic extension Provision would apply to current authorizing legislation which is the General Education Provisions Act - Part A, Section 405 as amended, which provides for $550,000,000 for a three-year period beginning Fiscal Year 1973 to remain available for Fiscal Years 1974 and 1975. Through Fiscal Year 1975 appropriations to the National Institute of Education have totalled $256,057,000 of the authorized $550,000,000.

Appropriation History Table

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1973	$142,671,000	$142,671,000	$142,671,000	$142,671,000
1974	187,897,000	143,371,000	75,700,000	75,700,000
1975	134,500,000	80,000,000	--	70,000,000
Supplemental (Pay Raise)	357,000			
1976	80,000,000			

JUSTIFICATION

National Institute of Education

	1975 Estimate		1975 Revised		1976 Estimate		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel Compensation & Benefits	370	$8,989,000	370	$8,989,000	340	$ 8,217,000	-30	-$ 772,000
Other Expenses	---	61,367,000	---	61,367,000	---	71,783,000	---	+10,416,000
	370	$70,356,000	370	$70,356,000	340	$80,000,000	-30	+$9,644,000

General Statement

The Government's interest in education research and development is, ultimately, to improve the quality of education for Americans. The National Institute of Education, located within the Department of Health, Education, and Welfare, was created because the Congress and the Executive Branch believed that the tools of research and development can be useful in answering questions of policy makers, administrators and practitioners in the field of education, and that this knowledge ought to be disseminated to assist them in educating children. Much, indeed most, of the Institute's work addresses the statutory mandate to improve the quality of educational opportunity. Just as in other areas of Federal concerns, the research and development investment in education is designed to seek answers to questions and solutions to problems.

The Institute's proposed program for 1976 represents a national agenda derived from many sources, most particularly

- o Expressions of important national education issues such as those found in the authorizations for the proposed 1977 White House Conference on Education and the Special Projects Act in the 1974 Education Amendments.
- o Indications of issues as expressed in recent Appropriation Committees' reports on NIE.
- o Policies adopted by the Institute's policy body, the National Council on Educational Research.
- o Expressions of State and local needs by educators, researchers, and policy makers who have counseled the Institute over the past 18 months and frequently participated in the development or assessment of individual activities.
- o Expressions of interest from educational associations, many of which have adopted resolutions about the need for national education R&D activities, and NIE in particular.

The program has been developed through the convergence of interests, concerns and issues expressed, and within the limits imposed by both budget capacity and the "State-of-the-art" -- that is, where it is believed that R&D can make an important contribution.

Projects supported by the Institute in the past three years have shown that research and development can make an important contribution toward solving the problems in schools. Two outstanding examples of effective work are the multi-unit school system developed at the Wisconsin Research and Development Center for Cognitive Learning and the Experienced Based Career Education Program currently being operated by four educational laboratories. The Wisconsin project has developed a way to organize elementary schools into units which provide more effective teaching and increase the amount of individual attention given to children. NIE has supported the development of teaching materials adapted to the different organization and is providing funds for the Center to train and assist people in schools that are switching to the new arrangement. An estimated 3,000 schools in 48 States have already adopted the system and they have reported a dramatic rise in student achievement.

The Experienced Based Career Education (EBCE) Program has successfully designed and tested an educational model that combines on-the-job experience with academic learning to better prepare youth for the transition from student to employee. Nearly 600 students and 400 community organizations have participated in the four test sites to date. More than 90% of the students reported satisfaction and 97% of the employers said they would recommend participating in the program to other employers.

Over 100 school systems have asked for information about EBCE and 15 school districts want to implement the program in their schools next year. Within 3 years the program is expected to be available nationally through State user and training networks.

The FY 1976 program of the National Institute of Education has two major emphases. One is to disseminate and foster the utilization in schools of research and development products and exemplary practice. The other emphasis is the creation of solutions to some major educational problems. Listed below are the major Institute programs with a description of the problems they are designed to address.

1. Dissemination. The results of educational research and development have been far less helpful than they might be. Information on these results has not generally reached teachers and administrators, nor have systems--involving State, regional, and local education agencies and R&D performers--for making knowledge available and helping to apply it been well developed.

2. Basic Skills. Hundreds of thousands of students leave school each year without the reading ability required for many skilled or semi-skilled jobs, and similar problems exist with regard to basic mathematical skills. Millions of students are seriously handicapped in their school work by poor reading comprehension and many, if not most, students and adults read much less efficiently than they could.

3. Finance, Productivity and Management. The ability of educational institutions at all levels to provide high quality education is threatened in an era when enrollment is declining or changing in distribution and character, costs are continuing to rise, courts and other public bodies are requiring new distributions of educational funds, and education must increasingly compete with other social services for available funds. Schools and school systems are finding it increasingly difficult to meet demands for better performance, greater diversity of programs, and other changes because they lack organizational arrangements and management capability for diagnosing their problems and designing solutions.

4. Education Equity: Many students are unfairly limited in their choice of educational programs because of their home language and culture, ethnic background, sex, or economic status. In some cases this is because adequate programs do not exist, in others it is due to uninformed or prejudicial placement of students.

5. Education and Work: Education is not sufficiently preparing youth and adults for entering and progressing in careers. Many students leave school without knowledge, information, and skills for choosing and pursuing a career; and the education system is not well geared to provide adults with additional training related to careers.

The budget request for FY 1976 is as follows:

NATIONAL INSTITUTE OF EDUCATION

	FY 1975 Revised Estimate	FY 1976 Estimate	Increase or Decrease
A. Dissemination	$ 5,871,000	$18,343,000	+$12,472,000
B. Basic Skills	12,389,000	13,913,000	+ 1,524,000
C. Education Equity	3,003,000	5,438,000	+ 2,435,000
D. Education and Work	12,671,000	9,908,000	- 2,763,000
E. Finance, Productivity and Management	18,499,000	18,301,000	- 198,000
F. Other (not Classified)	6,267,000	3,397,000	- 2,870,000
G. Program Direction and Administration	11,656,000	10,700,000	- 956,000
TOTAL	$70,356,000	$80,000,000	+$ 9,644,000

DISSEMINATION

	1975 Estimate		1975 Revised		1976 Estimate		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel Compensation & Benefits	--	--	--	--	--	--	--	--
Grants and Contracts	--	$5,871,000	--	$5,871,000	--	$18,343,000	--	+$12,472,000
TOTAL	--	$5,871,000	--	$5,871,000	--	$18,343,000	--	+$12,472,000

Introduction: The highest priority program within the Institute for FY 1976 is to provide information to teachers, administrators and policy-makers on the outcomes of educational research and help them use such products as innovative curricula and exemplary local practices to improve education for the children of the Nation. Past dissemination programs have not succeeded in making R&D outcomes widely useful to teachers and administrators, in part because effective linkages between R&D and practice have been largely missing in education.

Because such linkages must involve person-to-person interactions, the Institute in 1976 will launch an expanded dissemination effort focusing on people-based service, primarily within existing State, intermediate (eg. county offices) and professional information networks (eg. teacher associations). The Institute's proposed program will build on the experience of the successful U.S. cooperative agricultural extension system, borrowing applicable features such as the use of State and local extension agents. The proposed Dissemination program is designed to make research and development knowledge available directly to teachers and school administrators as well as assist them in applying that knowledge to the solution of problems.

Program Plans for 1976: Three major objectives have been outlined in order to bring the results of research, development and verified local practice to the classroom. These objectives are:

1. To build people-to-people links between educational practice and development. Proposed awards during 1976 will provide for: First, the training of State-designated personnel, e.g., staff members in intermediate education agencies such as county offices and educational service centers, thereby improving and building upon existing systems within States. Such training would provide for first-hand visits to existing demonstration sites as well as personal exchanges of information with R&D organizations. Second, travel and other such expenses for the trained State-designated personnel to assist schools in the use of improved practices and innovations. Awards will also provide funds for substitute teachers and travel costs for teachers to gain additional first-hand knowledge about potential classroom activities. Third, help from R&D organizations to State and local agencies in order that innovations can be tailored to the needs of specific school systems. Fourth, evaluation and analysis of implementing selected R&D products in a variety of local settings.

	1975	1976
o Estimated number of personnel trained in State, local and intermediate education agencies	--	2,000-2,500

	1975	1976
o Estimated number of local agencies receiving assistance in the application of research, development and innovations	--	350 - 450
o Estimated number of R&D agencies receiving awards to assist 15-20 states in using R&D to address locally-defined problems.	--	8 - 12
o Proposed funding level	$200,000	$7,625,000
- Continuation	--	--
- New Initiatives	($200,000)	($7,625,000)

2. To assist some States and professional organizations in the development of comprehensive dissemination programs. Since not all States have adequate systems and personnel readily available for such people-to-people exchanges, the Institute's proposed awards will: First, provide funds on a competitive basis to some State Education Agencies to develop comprehensive dissemination programs. It is expected that such a program will require 3-to-5-year funding for selected States. Second, provide special purpose grants to other States for relatively low-cost, one-time efforts to deal with specific dissemination problems such as developing a capability for access to the national information system, Educational Resources Information Center. Third, support experimental approaches to dissemination by education-related professional organizations, big-city school systems and institutions of higher education. Fourth, continue the Chief State School Officers Dissemination Secretariat which maintains liaison among dissemination personnel in Federal and State agencies.

	1975	1976
o Expected number of States to receive Grants:		
-Comprehensive Capacity Building	up to 10 states	up to 10 additional states
-Special Purpose	up to 20 states	up to 30 states
o Proposed funding level	$1,425,000	$3,375,000
-Continuations		
.Comprehensive Capacity Building	--	($ 800,000)
.Dissemination Secretariat	($ 75,000)	($ 75,000)
-New Initiatives		
.Comprehensive Capacity Building	($ 950,000)	($ 1,000,000)
.Special Purpose Grants	($ 400,000)	($ 600,000)
.Evaluation of State Dissemination Program	--	($ 200,000)
.Experimental approaches by professional organizations, big-city school systems and institutions of higher education	--	($ 700,000)

To provide an information base that responds to the expressed needs of those interested in education. Project awards will: First, maintain the current Educational Resources Information Center system which provides for 16 subject-oriented clearinghouses that locate, acquire, abstract, index, and make available significant educational documents. Second, design an improved educational information system based on the experiences of ERIC and the results of a study now underway to recommend needed improvements in information systems. Third, establish a system to identify information needs of school personnel, State agency officials and other information users. Fourth, support the analysis and synthesis (cataloguing) of R&D-based knowledge, products, and verified practice in priority areas such as reading and career education. Fifth, identity and verify exemplary local practice in conjunction with State education agencies.

	1975	1976
o Number of ERIC Clearinghouses	16	16
o Awards to educational organizations (e.g., R&D agencies, universities) to synthesize research and exemplary practice in reading and career education.	--	2-4 organizations
o Awards to States to identify and verify exemplary local practices	--	approximately 10 states
o Proposed funding level	$4,246,000	$7,343,000
-Continuations	($4,246,000)	($4,643,000)
-New Initiatives	--	($2,700,000)

Since ERIC has been in operation several years, ERIC user statistics as of September 30, 1974 are provided below:

o Subscription to total ERIC collection	579
o Subscriptions to ERIC journals	
-Research in Education (RIE)	5,600
-Current Index to Journals in Education (CIJE)	2,300
o Professional organizations working with ERIC (representing membership of 4.1 million)	238
o Questions answered by ERIC Clearinghouses (57% from practitioners and decision-makers; 26% from students and others; 11% from information service centers; 6% from R&D personnel)	100,000
o Estimated annual uses of ERIC resources	10 million

Accomplishments in FY 1975: The following represents the accomplishments of the 1975 dissemination program.

- The 16 ERIC Clearinghouses which collect, screen, synthesize and disseminate information and reports on work in selected areas of education were continued. More than 180,000 research reports, journal articles and topical bibliographies are currently available and citations are increasing at the rate of 34,000 items per year.

- Up to 10 States will have received grants to support the development of comprehensive dissemination programs over the next 3 to 5 years. Up to 20 other States will have received funds to carry out specific improvements in their dissemination programs or to plan for future programs.

- An in-house effort to catalog all the products of past NIE programs will be completed with the cooperation of NIE awardees. The results will be made available by the close of FY 1975.

BASIC SKILLS

	1975 Estimate		1975 Revised		1976 Estimated		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel Compensation and Benefits..	--	--	--	--	--	--	--	--
Grants & Contracts.....	--	$12,389,000	--	$12,389,000	--	$13,913,000	--	+$1,524,000
TOTAL	--	$12,389,000	--	$12,389,000	--	$13.913.000	--	+$1.524.000

Introduction: The Basic Skills program of the National Institute of Education supports research and development to acquire knowledge which can help children and adults obtain the reading and other basic skills necessary to function in school and society. A recent Lou Harris survey estimates that twenty million adults reach only a "marginal survival threshold" when faced with such tasks as filling out applications for driver's licenses, bank loans, and social security benefits. This hardship is disproportionately found among poor and minority families. Schools have thus far not solved the problem.

Program Plan for FY 1976: Four major objectives have been established for FY 1976 which build upon research conducted primarily over the last 20 years. These objectives are:

1. To establish benchmarks of competency in reading and other basic skills. Activities are designedto: First, find out what level of competency in basic skills is required for productive work and for the exercise of civic rights and responsibilities; Second, develop precise ways of assessing the competencies required; and Third, analyze the extent to which the schools might be held legally responsible for developing these competencies.

	1975	1976
o Expected number of awards as result of national competition:		
- Grants	--	14
- Contracts	--	10
o Estimated average dollar per award:		
-Grants	--	$75,000
-Contracts	--	$80,000
o Proposed funding levels		$1,850,000
-Continuations	--	--
-New Initiatives	--	($1,850,000)

2. To determine causes for failure to attain adequate levels of competence in basic skills. Activities are intended to better our understanding of why some children attain competency in basic skills while others fail. One such project proposed is to determine whether the declines in computation scores among students have been mistakenly attributed to modern math. The proposed work will also produce knowledge in areas which are most likely to result in improved instruction such as the development of classroom techniques for increasing children's motivation and attention span. All proposed work includes short-term research likely to have a substantial impact on government policy and longer-term research designed to profit from recent breakthroughs in allied fields of inquiry.

	1975	1976
o Expected number of awards as result of national competition:		
-Grants	--	27
-Contracts	8	5
o Estimated average dollar per award:		
-Grants	--	$ 94,000
-Contracts	$ 334,600	$ 360,000
o Proposed funding level	$2,677,000	$4,343,000
-Continuations	($2,586,000)	($ 893,000)
-New Initiatives	($ 91,000)	($3,450,000)

3. To improve instruction in the schools for teaching, reading and mathematics. There are four major efforts proposed. These are to: First, promote practices already known to be effective; Second, identify ways in which schools and teachers are currently effective; Third, develop new teaching practices (particularly in individualized instruction); and Fourth, correct inaccurate methods of evaluating education research which have prevented the identification or development of effective teaching practices

	1975	1976
o Expected number of awards as result of national competition:		
-Grants	--	16
-Contracts	12	9
o Estimated average dollar per award:		
-Grants	--	$ 198,000
-Contracts	$ 737,000	$ 372,000
o Proposed funding level	$8,844,000	$6,520,000
-Continuations	($ 8,844,000)	($4,830,000)
-New Initiatives	--	($1,690,000)

4. To take the solutions that have been found and implement them in classrooms where the need is greatest. Project awards will provide incentives and training to school personnel necessary to implement findings from past research and development activities in the basic skills program. Included would be the establishment of teacher centers focused on basic skills.

	1975	1976
o Expected number of awards as result of national competition:		
-Grants	--	--
-Contracts	2	10
o Estimated average dollars per awardee		
-Grants	--	--
-Contracts	$ 434,000	$120,000
o Proposed funding level	$ 868,000	$1,200,000
-Continuations	($868,000)	--
-New Initiatives	--	($1,200,000)

Accomplishments in FY 1975. The following represents the highlights of projects concerned with the teaching, learning and measurement of basic skills.

- Two national conferences on teaching and reading were convened involving 350 teachers, researchers and school administrators who suggested priorities and illustrative projects to carry out research in these areas. The work of these conferences will guide the Institute's activities in teaching and reading over the next several years.
- The Commission for Teacher Preparation and Licensing of the State of California was provided funds to test the possibility of identifying and then measuring teacher practices which are unusually effective in helping children learn. This effort examines the teaching of reading and mathematics in the second and fifth grades. Since 31 states are considering basing licensing requirements on teacher competency, the identification of what characteristics are important for improving student learning would have tremendous impact on American teacher education.
- Support was provided for the Design for Reading Skill Development, as a part of the Individually Guided Education Program at the University of Wisconsin's R&D Center. This project has been praised by teachers and administrators as a low cost means of individualizing reading instruction. To date it has been adopted in 3,600 schools in 48 states. Schools using this program have reported a dramatic rise in student reading achievement.
- To increase the number of people who can conduct effective school program evaluations, NIE funded a program to develop materials and train teachers and school administrators to do evaluations in their own institutions. To date, more than 2,500 administrators and teachers have received workshop training on the stages of an evaluation process and how to use the manuals, self and group instructional packages and evaluation kits. In addition, over 10,000 other school personnel have received the training materials and evaluation kits which are now in use in every State and in 22 foreign countries.

EDUCATIONAL EQUITY

	1975 Estimate Pos.	1975 Estimate Amount	1975 Revised Pos.	1975 Revised Amount	1976 Estimate Pos.	1976 Estimate Amount	Increase or Decrease Pos.	Increase or Decrease Amount
Personnel Compensation & Benefits	--	--	--	--	--	--	--	--
Grants & Contracts	--	$3,003,000	--	$3,003,000	--	$5,438,000	--	+$2,435,000
TOTAL	--	$3,003,000	--	$3,003,000	--	$5,438,000	--	+$2,435,000

NOTE: The amounts for the Educational Equity Program contained in this budget justification exclude $5 million in 1975 and $5 million in 1976 already appropriated under the Elementary and Secondary Education Program within the Office of Education for a study of compensatory education. That study is intended to provide analysis of policy issues which will assist the Congress in consideration of further extension of the Elementary and Secondary Education Act when it next expires in 1977.

Introduction: Building on results of past educational research and development projects, the Educational Equity program is engaged in activities which will provide solutions for many students who are unfairly limited in their choice of educational programs because of their home language and culture, ethnic background, sex or economic status. In some cases this is because adequate programs do not exist; in others it is due to uninformed or prejudicial placement of students. The program is designed to address the educational needs of minority populations and women.

Program Plans for 1976: The focus of the 1976 projects in the Educational Equity is:

1. To improve bilingual and multicultural programs in both elementary and secondary schools. Awards proposed will: first, develop and help schools implement measures of student aptitude and achievement which are not biased against certain populations; second, improve the teaching practices and curricular materials for culturally and linguistically different students; third, identify major barriers to effective school programs and recommend alternative curricula, teacher training, and legislative programs which can be implemented by local, state, and federal agencies; and fourth, support surveys of the educational goals and attitudes of cultually and linguistically different groups for use by State and local education agencies.

	1975	1976
o Expected number of awards		
-Grants	--	--
-Contracts	17	19
o Estimated average dollars per award		
-Grants	--	--
-Contracts	$ 168,000	$207,300

	1975	1976
o Proposed funding level	$2,853,000	$3,938,000
-Continuations	($2,853,000)	($1,892,000)
-New Initiatives	--	($2,046,000)

2. To improve the range of educational options available to women of all ages. Plans for 1976 will include: First, surveys to determine achievement patterns of men and women; Second, studies of educational needs of women from low income and minority groups; and Third, studies to determine the impact of the women's movement on the educational and occupational plans of women.

	1975	1976
o Expected number of awards		
-Grants	--	--
-Contracts	--	2
o Estimated average dollars per award		
-Grants	--	--
-Contracts	--	$ 150,000
o Proposed funding levels		$ 300,000
-Continuations	--	($ 120,000)
-New Initiatives	--	($ 180,000)

3. To improve the learning opportunities for children, particularly those in metropolitan areas. Two major activities are proposed. First, is a study of several population groups to determine the effects on school practice and student achievement of various patterns of desegregation implemented since the 1954 Brown Supreme Court decision; Second, is to conduct a study of crime in the schools, its causes and costs, and existing and effective means of prevention, as authorized in the Elementary and Secondary Education Amendments of 1974.

	1975	1976
o Expected number of awards		
-Grants	--	2
-Contracts	--	14
o Estimated average dollars per award		
-Grants	--	$ 40,000
-Contracts	--	$ 62,000
o Proposed funding levels		$ 950,000
-Continuations	--	--
-New Initiatives	--	($ 950,000)

4. To improve the participation by minorities in education research and development. NIE proposes to support, through the American Sociological Association, Ph.D. candidates majoring in the application of sociological research to educational problems. In addition, up to four regional workshops will be convened to identify researchers and potential researchers among minority communities and to establish mechanisms for increasing their participation in education R&D through support of training efforts and technical assistance.

	1975	1976
o Expected number of students supported:	20	20
-Continued	10	20
-New	10	-0-
o Expected number of participants in workshop:	--	15-20
o Proposed funding levels	$ 150,000	$ 250,000
-Continuations	($ 75,000)	($150,000)
-New Initiatives	($ 75,000)	($100,000)

Accomplishments in FY 1975: The work of the Education Equity program was primarily directed toward developing alternative curricula and test materials for bilingual/bicultural children in FY 1975. Products include:

- o Readers and teacher guides for children of Pacific Northwest Native Americans and Alaskan natives. The Alaskan Readers for grades 1-3 were favorably evaluated by a committee of parents and teachers as being more culturally relevant than any other to date, and have been adopted by the Bureau of Indian Affairs in Juneau and the Alaska State operated School System for use in their schools. Approximately 400 children in the first grade of 3 different states are testing the initial materials designed for Pacific Northwest Indian tribes. Eight other tribes have expressed interest in using the materials. The development of reading materials for grades 2 and 3 is well underway.

- o Bilingual education curriculum materials and teacher training packages for kindergarten through the second grade. The State of Texas, with more than 300,000 Spanish-speaking students in its public schools, included these materials on its list of preferred products. The units include first and second grade texts and teaching materials that coordinate reading, speaking, writing and listening skills. The Kindergarten program combines English and Spanish presentations geared toward acquainting young children with the learning process. 87% of the teachers working with the materials rated them highly.

- o New experiments on tests to measure the language competence of bilingual children in their original language. This program responds to the need to develop fair and adequate measures of the achievement of culturally and linguistically different children. Measures of teacher attitudes towards children using Mexican-American Spanish, or non-standard Black English are also being studied to determine how different teacher attitudes affect student achievement. Tests involving 300 children in 10 schools will help develop better ways to test and teach bilingual children.

EDUCATION AND WORK

	1975 Estimate		1975 Revised		1976 Estimate		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel Compensation and Benefits	--	--	--	--	--	--	--	--
Grants and Contracts	--	$12,671,000	--	$12,671,000	--	$9,908,000	--	-$2,763,000
TOTAL	--	$12,671,000	--	$12,671,000	--	$9,908,000	--	-$2,763,000

Introduction: The Education and Work program of the National Institute of Education supports research and development to improve the contribution education makes to individuals' abilities to choose, enter and progress in work. Reports of National Commissions such as "Youth in Transition" and "The Reform of Post Secondary Education" point out that students have increasing difficulties in making the transition between school and work, and that adults increasingly need to move from work to school in order to compete in the labor market.

The reason for these apparent difficulties are uncertain; however, the Commissions believe the difficulties are due in large part to the segregation of youth from meaningful adult life on the one hand and the lack of access to education for adult learners on the other.

Program Plans for 1976: Education and Work projects build on research findings and current school practice. Planned programs in 1976 move forward from that experience in order:

1. To help school, business and research communities find new ways to give students work experiences. Three current activities are proposed to be continued during 1976. First, is an alternative high school program in Philadelphia Pa. involving 300 students operated by the Opportunities Industralization Centers. OIC provides opportunities for career exploration, basic and technical skills training, and a job placement program for inner-city students between 16 and 21 years of age who do not succeed in a standard high-school environment. Second, the Mountain Plains Economic Development Project seeks to rehabilitate families economically by providing guidance, counseling, basic and technical skills training, and family support. Approximately 335 families from the six-State Mountain Plains region are served by this project a year. The 1976 request of $2.7 million reflects the conclusion of the research and development phase of the Mountain Plains Economics Development Project supported in 1975 at $5.3 million. The third project to be continued, the Experienced-Based Career Education (EBCE), is pioneering a high school curriculum which permits students to earn their regular diploma through on-the-job work experiences. The work experience is coordinated with classroom instruction provided at special learning centers outside of the regular high school. Students spend at least 50% of their school time working in their communities at employer and community resource sites. The following chart represents basic information for the 1974-1975 academic year for the four EBCE sites now supported by NIE which began their third year of operation in August, 1974.

Experience-Based Career Education Programs	Appalachia Educational Laboratory, Inc.	Far West Laboratory for Educational Research and Development	Northwest Regional Educational Laboratories	Research for Better Schools Inc.
Approximate number of students	120	110	62	275
Participating grade levels	11, 12th	10th-12th	11th-12th	9th-12th
Racial breakdown of students	Predominatly White	Ethnically Mixed	All White	Predominantly Black
Approximate number of employers	100	140	125	100
Geographic location and description of current sites	Charleston, W.Va. rural urban	Oakland, Cal. urban	Tigard, Ore Suburban/ rural	Philadelphia, Pa inner city
Graduates, 1973 and 1974	130	32	24	72

In addition to the work experience projects to be continued, a one year policy study to identify other ways to expand youth work experience programs and a study on how to extend work experience programs in community colleges and for adult learners is proposed for 1976.

	1975	1976
o Expected number of awards		
- Grants	-	-
- Contracts	8	12
o Estimated average dollars per award		
- Grant	-	-
- Contracts	$1,227,000	$583,000
o Proposed Funding level	$9,817,000	$7,000,000
- Continuations	($9,717,000)	$6,700,000
- New Initiatives	($ 100,000)	($ 300,000)

2. To improve and find alternatives to current guidance, counseling and placement programs. Proposed awards during 1976 will provide for: First, the use of existing children's TV programs to show to youth ages 4 to 10 examples of people working in a variety of occupations. Up to 30 five minute TV spots are planned. Second, a grants competition to expand our information about how to improve career decision-making. The studies would include analyses of the role of job information and effects of work experiences. Third, policy studies including projects to improve linkages among schools. labor unions employees, and students, primarily non-college-bound youth. Fourth, final year funding of several projects including the completion of curriculum for use by junior high-school students which brings together academic and occupational learning through simulated works experiences in the classroom.

	1975	1976
o Expected number of awards		
- Grants	-	14
- Contracts	8	14
o Estimated average dollars per award		
- Grants	-	$ 95,000
- Contracts	$ 350,000	$ 130,000
o Proposed funding level	$2,854,000	$2,908,000
- Continuations	($2,854,000)	($ 708,000)
- New Initiatives	-	($ 2,200,000)

Accomplishments in FY 1975: The Education and Work program supported activities designed to provide information and tested materials to youth and adults for choosing and progressing in careers. Activities included:

- Approximately 3,000 children from K through 12 were involved in field-testing curriculum units and teacher training materials to improve career awareness, exploration, and preparation in the classroom. Thirty curriculum units were revised and distributed in FY 1975. In FY 1976, approximately 9,000 children will be involved in field-testing the remaining curriculum units and an additional 3,000 children are expected to be using sample units in regular classrooms.

- About 50,000 children in New Jersey, Colorado, California, Georgia, Michigan and Arizona participated in a study of how school districts plan and implement career education programs. The findings will be useful in providing guidelines for school systems beginning or upgrading their career education programs.

- In its first two years of operation, more than 3,600 people received career counseling through a unique telephone counseling service in Providence, Rhode Island, developed by the Educational Development Center. These adults, who were unemployed and not attending school, received information on educational and training resources available to them, how and where to look for jobs, and personal counseling. Preliminary information suggests clients are satisfied with the service and do take action based on the counseling they received.

- About 5,000 students and 200 teachers at 38 sites in 16 states were involved in field testing career counseling materials designed to help students match their career interests with educational and occupational possibilities. These materials, developed at the Appalachian Educational Laboratory, include a fifteen unit career exploration curriculum, tested in six sites involving children from grades 8 through 11. The Career Information System materials provide a means for simple access to occupational information useful to young people from 14 through 21 years of age.

FINANCE, PRODUCTIVITY AND MANAGEMENT

	1975 Estimate		1975 Revised		1976 Estimate		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel Compensation & Benefits	--	--	--	--		--	--	--
Grants & Contracts	--	$18,499,000	--	$18,499,000	--	$18,301,000	--	-$ 198,000
Total	--	$18,499,000	--	$18,499,000	--	$18,301,000	--	-$ 198,000

Introduction: The Finance, Productivity and Management program of NIE supports research and development projects designed to assist educational institutions at all levels to provide high quality education in an era when enrollment is declining or changing in distribution and character, costs are continuing to rise and courts and other public bodies are requiring new distributions of educational funds. Institute funded projects in this area in the past have been heavily focused on improving the management techniques of schools and their administrators.

Program Plans for 1976: Building on past experiences, the 1976 project awards are designed:

1. To support States and educational institutions as they carry out school finance reform activities. NIE will focus on four major activities during 1976. First, will be the preparation of a publication, for use by education decision makers, which synthesizes the state-of the-Nation with respect to school finance reform. Included will be a discussion of recent court decisions and identification of current individual State responses to school finance reform issues. Second, a School Finance Reform Advisory Committee composed largely of school(finance) policy makers will be established. The budget requests funds to support Committee designed projects such as evaluation of attempts by States (e.g. Texas, California and New Jersey) to meet Court requirements. Third, the Education Voucher Experiment project at Alum Rock, California, involving 9,100 children, will be continued for its fifth and final year of operation. The project is testing a system whereby students and parents select from several options the school which the child will attend. The school,which receives resources (vouchers) only if selected, must therefore,be responsive to student needs. Funds are also requested to conclude feasibility studies for possible voucher demonstrations in New Hampshire and East Hartford, Connecticut. Fourth, will be a focus on state and federal financial reform models for supporting postsecondary education, and an assessment of their impact on access to post secondary education.

	1975	1976
o Expected number of awards		
- Grants	13	7
- Contracts	11	6
o Estimated average dollars per awards		
- Grants	$146,000	$227,000
- Contracts	$ 67,000	$125,000

	1975	1976
o Proposed funding level	$2,667,000	$2,340,000
- Continuations	($2,614,000)	($1,590,000)
- New Initiatives	($ 53,000)	($ 750,000)

2. To improve the productivity of education: Five major activities are planned to approach the question of how education can make more efficient use of its resources. These are: First, studies of issues which States now face as they enact or debate "competency-based" education, where education credits or diplomas are based on skills or knowledge individuals have acquired. For example, an examination and analysis of the planned competency-based high school program in Oregon is proposed. Second, support will be continued for the University of Mid-America, a regional post-secondary open learning system. UMA was founded by five midwest universities and will deliver educational services through a variety of technologies such as television, and audio cassettes to people unable to take advantage of traditional institutions. At least 4 courses in the spring of 1975 will be available to the more than 8 million adults living in a 4 state region. Third, is to support data analyses and applications of systems in the management of post secondary institutions, such as those developed by the National Center for Higher Education Management Systems, currently assisting 200 colleges and universities. Planned expansion will provide for the inclusion of elementary-secondary and non-traditional post-secondary institutions. Fourth, is to fund demonstration projects and conduct policy studies concerned with how communities can deal with the problem of enrollment shifts. Final year of support will be provided to two current projects in Washington State. Fifth, basic research on the economics of education is also proposed for FY 1976.

	1975	1976
o Expected number of awards		
- Grants	16	55
- Contracts	17	17
o Estimated average dollars per awards		
- Grants	$384,000	$ 91,000
- Contracts	$236,000	$159,000
o Proposed funding level	$10,267,000	$ 7,700,000
- Continuations	($ 9,898,000)	($ 3,550,000)
- New Initiatives	($ 369,000)	($ 4,150,000)

The budget for 1976 does reflect the conclusion of the telecommunications satellite demonstration supported in 1975 at $4.2 million and nothing in 1976.

3. To help school systems meet increasing demands for better performance and improved management. Proposed 1976 awards will: First, continue grants to nine sites focused on problem-solving strategies in 32 individual schools serving low-income children in urban areas. These case studies will provide information to assist other school systems having similar problems. Second, fund experimental school projects begun in 1971 which test and demonstrate large scale locally initiated combinations of changes. Eighteen project sites are now in operation and no new projects are to be started. Third, conduct basic research into issues of school change and improvement and continue projects to develop information, materials and support systems for schools seeking organizational changes.

	1975	1976
o Expected number of awards		
- Grants	4	22
- Contracts	10	28
o Estimated average dollars per awards		
- Grants	$534,000	$137,000

	1975	1976
- Contracts	$343,000	$188,000
o Proposed funding level	$5,565,000	$ 8,261,000
- Continuations	($5,065,000)	($7,236,000)
- New Initiatives	($ 500,000)	($1,025,000)

Accomplishments in FY 1975 Two major accomplishments in FY 1975 were:

- Funding for the experimental phase of the Education Satellite Demonstration project serving populations in Appalachia, the Rocky Mountains and Alaska was completed. Each area decided what kind of educational programs it needed most and received funds to develop course materials and teacher aids.
  - The Appalachian Regional Commission decided to concentrate on inservice teacher training, offering graduate credit through seventeen universities and fifteen regional education service agencies. An estimated 600 teachers directly participated, with rebroadcasts of the training to 150 school districts extending the audience to another 10,000 to 15,000.
  - The Federation of Rocky Mountain States chose to deliver career education programs to 4,900 junior high school students in 56 rural communities. An additional 5,000 students were reached through rebroadcast by 12 public broadcasting stations. Programs were aired in English, Spanish and three Native American languages. Special materials requested by teachers and programs on health care, land use, consumer information and the environment were also made available to approximately 20,000 adults.
  - In Alaska, consumer committees composed of village representatives, native leaders and State Education Agency representatives selected topics for broadcast in 18 communities. Programs included basic oral langugage development and health education. The Alaskan program also promoted intercultural exchange among its different communities by broadcasting a half hour "Alaska Native Magazine" each week.

  The Satellite Demonstration was designed to determine the costs and effectiveness of using such advanced technology to extend education programs to remote regions. An assessment and analysis of the project is currently being conducted.

- As part of the effort to improve school's organizational strategies for planning and decision-making, the Finance and Productivity and Management program supported an award to document and analyze locally developed approaches to school management that have contributed to solving administrative and instructional problems in schools. The contractor will study the activities of nine organizations awarded grants in FY 1974. Limited to schools enrolling low-income children in large urban areas, the FY 1974 grants were made to local education agencies, teacher and business associations, and community organizations. There are approximately 37,000 children in the 32 schools served by these organizations. They have instituted cooperative decision-making programs, new forms of teacher centers and systems of minischools, in an effort to develop workable solutions to their problems. The documentation and analysis activity provides information on how different planning and decision-making tactics work and how they might be useful in other school districts.

OTHER PROJECTS

	1975 Estimate		1975 Revised		1976 Estimate		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel Compensation & Benefits	--	--	--	--	--	--	--	--
Grants and Contracts	--	$6,267,000	--	$6,267,000	--	$3,397,000	--	-$2,870,000
TOTAL	--	$6,267,000	--	$6,267,000	--	$3,397,000	--	-$2,870,000

Introduction: A few ongoing projects do not fit the Institute's progam structure as it evolved in response to the concerns expressed by Congress, the National Council on Educational Research, state and local education officials, education associations, and researchers. These project for the most part are being concluded with the expenditures from the requested 1976 budget.

Program Plan for 1976: Funds are requested to support five projects during 1976. First, is the third year of the Response to Educational Needs Project in Washington, D.C. in which 20,000 children in Anacostia participate in a program to increase their reading and mathematics achievement. ($2,300,000) Second, funds are requested to continue NIE support for research in early childhood education in conjunction with the ongoing child study center. ($200,000) Alternatives designed to increase the impact of the research expenditures are being explored, such as the possibility of establishing a preschool program as a demonstration site in collaboration with the Smithsonian Institution. Third, a project to study the achievement, behavior and school program of children with neurological disorders will be supported. ($247,000) To date the project has collected data on the prenatal conditions, birth and developmental history of these children. Fourth, is the 15 year follow up study of the Project Talent data which was first collected through administering tests to a random sample of high school students in 1960. ($250,000) Finally, a study of the strengths of the educational R&D system is planned for FY 1976. ($400,000) Surveys will determine the extent and nature of the participation of non-profit research institutions, for-profit research organizations and State and local education agencies in education R&D. Plans also include synthesis of the data collected by Federal agencies relating to educational R&D.

Accomplishments in FY 1975: Activities relating to early childhood education and education for the handicapped were completed in FY 1975. Results include training methods for early childhood education staff, materials to improve the language, visual and auditory skills of young children and identification of the variables involved in teaching the handicapped. Development of complex curriculum involving aspects of the arts to be used in kindergarten through 7th grade was also completed.

PROGRAM DIRECTION AND ADMINISTRATION

	1975 Estimate		1975 Revised		1976 Estimate		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel Compensation & benefits	370	$8,632,000	370	$8,989,000	340	$8,217,000	-30	-$772,000
Other Expenses	---	2,667,000	---	2,667,000	---	2,483,000	---	- 184,000
	370	$11,299,000	370	$11,656,000	340	$10,700,000	-30	-$956,000

Introduction. This section of the budget justification outlines NIE's staffing requirements and related expenses to support the planning, implementation, evaluation, and dissemination of educational research and development projects. This includes providing support services such as maintenance of library and resource center facilities, computer research facilities, and a fellows program which brings in experts (both researchers and school personnel) on a short-term basis to develop, carry out and analyze research activities.

Program Plans for 1976: Major management objectives of NIE planned for FY 1976 center around the 5 main program areas. These program areas are:

- o Dissemination -- Ensuring that research results reach the schools and decision makers
- o Basic Skills -- How children develop reading comprehension abilities and other basic skills
- o Finance, Productivity and Management -- A quality system of education the nation can afford
- o Education and Work -- Student preparation for life-time careers
- o Education Equity -- Removing barriers to education for traditionally excluded populations

To implement the NIE's programs, the Institute is requesting funds to support 340 full-time permanent positions which is a reduction of 30 from the FY 1975 authorized level of 370. These staff will be distributed among programs and central offices as follows:

Task Force/Office	FY 1975	FY 1976	Change
Dissemination	48	53	+5
Basic Skills	54	45	-9
Finance, Productivity and Management	64	58	-6
Education and Work	37	31	-6
Educational Equity	36	43	+7
Central Management and Support	131	110	-21
TOTAL	370	340	-30

Both analyses by NIE personnel and an external management study demonstrated the need for the reduced staff. Variables utilized in determining staff size included:

-dollar level of individual grants and contracts
-number of grants and contracts
-type of project - i.e., evaluation of a project vs. dissemination of a successful curriculum package
-type of awardee, i.e. school system vs. private contractor
-stage of project development, i.e., new initiative vs. project in final stages of completion

Application of two such variables provides the following information.

Task Force	1975 Estimate Program Dollars	1975 Estimate Number of Projects	1976 Estimate Program Dollars	1976 Estimate Number of Projects
Dissemination	$5,871,000	71	$18,343,000	107
Basic Skills	12,389,000	121	13,913,000	99
Finance, Productivity and Management	18,199,000	102	18,301,000	116
Education and Work	12,671,000	63	9,908,000	52
Educational Equity (Included amounts for Compensatory Education Study)	8,003,000*	57	10,138,000	85
Other	6,267,000	7	3,397,000	14

Accomplishments in FY 1975: The following represents highlights of staff accomplishments during FY 1975.

- o Developed, in response to Congress and other concerns, a more goal-oriented program of research and development.
- o Planned and initiated, subject to Congressional Approval, a National study of Compensatory Education as a basis for reauthorization of the Elementary and Secondary Education Act in 1977.
- o Supported 9 meetings of the National Council on Education Research.
- o Awarded some 481 grants and contracts.
- o Received and answered approximately 4,800 pieces of mail.

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*This amount includes $5 million to carry out the Compensatory Education Study which is supported by the Program Direction and Administration budget.

Program Purpose and Accomplishments

Activity: Dissemination

1975		1976		
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
--	$5,871,000	1/	--	$18,343,000

Purpose: Past dissemination programs have not succeeded in making educational research and development outcomes and innovations widely useful to teachers and administrators, in part because effective linkages between R&D and practice have been largely missing in education. Because such linkages must involve people-to-people interactions, the Institute's dissemination effort focuses on people-based service, primarily within State, intermediate (e.g., county offices) and professional information networks (e.g., teacher associations). The proposed dissemination program is designed to make research and development knowledge available directly to teachers and school administrators, as well as assist them in applying that knowledge to the solution of problems.

Explanation: Applications for grant and contract awards are submitted by State education agencies, professional associations, education laboratories and R&D Centers, profit and non-profit organizations in response to program announcements. Proposals will be reviewed by program staff and outside consultants and experts including State Education Personnel.

Grants will, in some instances (e.g. Dissemination State Capacity Building Program), be awarded for up to five years with funds provided in yearly increments. There are no matching fund requirements.

Accomplishments in FY 1975: The 16 Clearinghouses comprising the Educational Resources Information Center network which locate, acquire, abstract, index, and make available significant educational documents were maintained. Planning activities for an intensive dissemination effort in FY 1976 were completed. In addition, up to 30 grants were made to State Education Agencies to develop or improve their capacity to disseminate and implement the results of education R&D.

Objectives for FY 1976: The funds requested will: (a) support up to 40 States as they develop or improve State dissemination programs (b) provide training for up to 2,500 State-designated personnel in intermediate education agencies such as county offices and educational service centers; (c) assist up to 450 local education agencies apply outcomes, research, development, and innovations to their needs; (d) support approximately 10 States in identifying and verifying exemplary local practices; (e) assist up to 4 educational organizations through awards to synthesize research and exemplary practice in reading and career education for use by education personnel; (f) maintain the 16 Educational Resources Information Centers; and (g) undertake experiments to discover and monitor how schools adopt the use of R&D products.

1/ Legislation will be proposed for the reauthorization of the National Institute of Education. However, Section 414, of the General Education Provisions Act provides for a one-year automatic extension through June 30, 1976 of the current authorization (in the event that work leading to reauthorization has not been completed). The automatic extension Provision would apply to current authorizing legislation which is the General Education Provisions Act - Part A, Section 405 as amended, which provides for $550,000,000 for a three-year period beginning Fiscal Year 1973 to remain for Fiscal Years 1974 and 1975. Through Fiscal Year 1975, appropriations to the National Institute of Education have totalled $256,057,000 of the authorized $550,000,000.

Program Purpose and Accomplishments

Activity: Basic Skills

1975		1976		
Pos.	Amount	Authorization 1/	Budget Estimate Pos.	Amount
	$12,389,000			

Purpose: The Basic Skills Program supports the development of firm knowledge concerning what skills are necessary to function in school and society and how people can obtain them.

Explanation: This effort will be carried out primarily through directed research competitions. Contract and grants awards will be made after review by program staff and outside experts.

Accomplishments in FY 1975: The Basic Skills program brought to completion planning activities for FY 1976 and a number of development programs at the educational labs and R&D centers. These include a variety of reading and mathematics curricular units, materials for teaching middlegrade children how to acquire successful achievement skills and more precise reading evaluation standards. Support was also provided to continue the work in California to identify and measure teacher practices which are unusually effective in teaching children.

Objectives in FY 1976: Activities in FY 1976 will focus on the attainment of basic skills: what level of competence is adequate, how can it be measured and to what extent can schools be held legally responsible for developing these competencies. Studies on how children learn will be supported to help explain why some children do not reach competency in basic skills. A program to improve instruction in reading and mathematics will promote known effective practices, identify other ways schools and teachers are effective, develop new instruction methods and correct the problems in methodology which have inhibited past efforts at identifying and developing effective practices. Finally, in cooperation with Teacher Corps and teacher organizations, the program will test a new type of teacher center which would focus on basic skills.

1/ Legislation will be proposed for the reauthorization of the National Institue of Education. However, Section 414, of the General Education Provisions Act provides for a one year automatic extension through June 30, 1976 of the current authorization (in the event that work leading to reauthorization has not been completed). The automatic extension Provision would apply to current authorizing legislation which is the General Education Provisions Act - Part A, Section 405 as amended, which provides for $550,000,000 for a three-year period beginning Fiscal Year 1973 to remain available for Fiscal Years 1974 and 1975. Through Fiscal Year 1975, appropriations to the National Institue of Education have totalled $265,057,000 of the authorized $550,000.

Program Purpose and Accomplishments

Activity: Education Equity

1975		1976		
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
--	$3,003,000	1/	--	$5,438,000

Purpose: The Education Equity program is engaged in studying the limitations placed on many students' access to educational programs because of home language and culture, ethnic background, sex or economic status.

Explanation: The work will be carried out through surveys, policy studies, directed research and product development contracts.

Accomplishments in FY 1975: The work of the Education Equity program was primarily directed towards bilingual and bicultural curriculum development in FY 1975. This included the completion and dissemination of bilingual education curricula and teacher training packages for kindergarten through third grade and the completion of the reading and language materials and teacher guides for children in grades 1 and 2 who are members of four Native American tribes in the Pacific Northwest. Anotner program focused on developing fair and adequate measures of the achievement of culturally or linguistically different children. Finally, as part of NIE's commitment to build the education R&D system, twenty minority Ph.D candidates majoring in the application of sociological research to problems in education received support for tuition and expenses. Ten of these were continued from FY 1974; ten were new candidates in FY 1975.

Objectives in FY 1976: There are four objectives of the Education Equity Program in FY 1976. (1) Efforts to improve elementary and secondary bilingual/multicultural programs and to provide the necessary policy-relevant information will include such activities as the development of unbiased career interest inventories and surveys of current state and local policies, laws and court decisions affecting bilingual education. (2) The initiative directed towards the special educational problems of women will support studies to provide the basis for training programs and policy planning, with a special focus on low-income and minority women. (3) Studies on the process of desegregation and the problem of crime in the schools will develop information to aid policy makers resolve education problems which predominate in metropolitan areas. (4) Plans for FY 1976 also include expansion of the effort to increase the participation of minority professionals who are traditionally excluded from education R&D.

1/ Legislation will be proposed for the reauthorization of the National Institute of Education. However, Section 414, of the General Education Provisions Act provides for a one year automatic extension through June 30, 1976 of the current authorization (in the event that work leading to reauthorization has not been completed). The automatic extension Provision would apply to current authorizing legislation which is the General Education Provisions Act - Part A, Section 405 as amended, which provides for $550,000,000 for a three-year period beginning Fiscal Year 1973 to remain available for Fiscal Years 1974 and 1975. Through Fiscal Year 1975, appropriations to the National Institute of Education have totalled $256,057,000 of the authorized $550,000,000.

Program Purpose and Accomplishments

Activity: Education and Work

1975			1976 Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
--	$12,671,000	1/	--	$9,908,000

Purpose: The Education and Work program focuses on the acquisition of knowledge which can improve the contribution education makes toward developing an individual's ability to choose, enter and progress in the world of work.

Explanation: Awards will be made to State and local education agencies and research and development organizations. Policy studies will also be supported.

Accomplishments in FY 1975: In an effort to provide students information about careers, the Education and Work program has field tested and revised curriculum units and teacher training materials for kindergarten through 12th grade which are designed to improve current vocational and technical education programs. A counseling project to help high school students match their career interests with educational and occupational possibilities began its dissemination phase in FY 1975. In addition, a study of how six school districts plan and implement a career education program has been completed and will be useful in aiding other school systems initiate career education programs.

Objectives in FY 1976: The Education and Work program plans to continue its focus on traditionally neglected groups who are unemployed, underemployed or unmotivated in traditional education programs. In the coming fiscal year, NIE Programs will be expanding efforts to give young people firm information or actual experience in the many careers open to them; to try-out alternative ways of training and counseling dropouts or potential dropouts; and to give high school students a variety of actual career experiences with businesses in the local community. Other NIE programs will provide Federal, State, and local educators with the best information available about ways to establish such programs for students of all ages; about the types of specific skills needed for different occupations; and about the relationship between education and career success.

The FY 1976 decrease in funds for Education and Work in FY 1976 reflects the completion of the research and development phase of the Mountain Plains rural residential training center funded at $5.3 million in FY 1975. $2.7 million is requested for FY 1976.

1/ Legislation will be proposed for the reauthorization of the National Institute of Education. However, Section 414, of the General Education Provisions Act provides for a one year automatic extension through June 30, 1976 of the current authorization (in the event that work leading to reauthorization has not been completed). The automatic extension Provision would apply to current authorizing legislation which is the General Education Provisions Act - Part A, Section 405 as amended, which provides for $550,000,000 for a three-year period beginning Fiscal Year 1973 to remain available for Fiscal Years 1974 and 1975. Through Fiscal Year 1975 appropriations to the National Institute of Education have totalled $256,057,000 of the authorized $550,000,000.

Program Purpose and Accomplishments

Activity: Finance, Productivity and Management

1975		1976		
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
--	$18,499,000	1/	--	$18,301,000

Purpose: The Finance, Productivity and Management program supports research and development projects to assist educational policy makers and practitioners develop their capacity to handle problems brought on by changing school enrollment, limited financial resources, and growing requirements for diverse educational programs.

Explanation: Grants and contracts to continue projects or begin new initiatives will be awarded competitively. Proposals will be reviewed by outside experts before awards are made.

Accomplishments in FY 1975: In FY 1975 the Finance, Productivity and Management program completed operational funding of the Education Satellite Demonstration project which beamed education programs to populations in Appalachia, the Rocky Mountains and Alaska. An assessment and analysis of the project is currently being conducted.

Two communities in Washington State facing the twin problems of school enrollment shifts and declining fiscal resources were provided technical assistance.

In the area of building schools' capacity to solve their own problems, a project to gather information about the planning and decision making tactics used in those schools serving low income children in urban areas which received capacity building grants in FY 1974 was supported.

Objectives in FY 1976: The Institute's program in FY 1976 will focus attention in three areas. First, in the area of school finance, we will support activities to provide states with the information they need to fulfill their responsibilities for school finance reform. Second, projects will study the question of improving the productivity of education through investigating issues in competency-based education and supporting cost saving innovations and practices. Third, in the

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1/ Legislation will be proposed for the reauthorization of the National Institute of Education. However, Section 414, of the General Education Provisions Act provides for a one year automatic extension through June 30, 1976 of the current authorization (in the event that work leading to reauthorization has not been completed). The automatic extension Provision would apply to current authorizing legislation which is the General Education Provisions Act - Part A, Section 405 as amended, which provides for $550,000,000 for a three-year period beginning Fiscal Year 1973 to remain available for Fiscal Years 1974 and 1975. Through Fiscal Year 1975 appropriations to the National Institute of Education have totalled $256,057,000 of the authorized $550,000,000.

area of building the management capacity of schools and school districts, effective organizational arrangements will be studied and technical assistance for implementation will be provided. In addition, information and training materials for improving teacher and administrator problem solving skills will be developed as the theory and policy analysis needed to support school implementation of problem solving strategies.

Program Purpose and Accomplishments

Activity: Other

1975		1976		
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
--	$6,267,000	1/	--	$3,397,000

Purpose: A few ongoing projects which do not fit the program structure as it emerged from the synthesis of internal and external concerns are placed in this category.

Explanation: Four of these activities are ongoing and awards will be renewal of previous contracts. The fifth program will be competitive awards to conduct surveys.

Accomplishments in FY 1975: Activities relating to early childhood education and education for the handicapped resulted in such products as training modules for early childhood education staff and identification of the variables involved in teaching handicapped children. Curriculum for introducing children in K through 7 to the arts and materials to develop the problem solving skills of middle grade children were also completed.

Objectives in FY 1976: It is proposed to continue the Response to Educational Needs Project in the Anacostia area of the District of Columbia which is upgrading the basic skills of students to aid their transition to work or higher education. Funds are requested to continue support of research in early childhood education in conjunction with the ongoing child study center and continue funding the follow up research on Project Talent, a data base begun in 1960 when tests were administered to a random sample of high school students. The last continuation project involves research on the achievement, behavior and school program of children with neurological disorders.

Work is also proposed to study the strengths of the educational R&D system through surveys of participating research organizations and synthesis of the education related data collected by Federal agencies.

The decrease in funds reflects completion of several research and development projects primarily awarded to educational laboratories and R&D Centers on a non competing basis.

1/ Legislation will be proposed for the reauthorization of the National Institute of Education. However, Section 414, of the General Education Provisions Act provides for a one year automatic extension through June 30, 1976 of the current authorization (in the event that work leading to reauthorization has not been completed). The automatic extension Provision would apply to current authorizing legislation which is the General Education Provisions Act - Part A, Section 405 as amended, which provides for $550,000,000 for a three-year period beginning Fiscal Year 1973 to remain available for Fiscal Years 1974 and 1975. Through Fiscal Year 1975, appropriations to the National Institute of Education have totalled $256,057,000 of the authorized $550,000,000.

Program Purpose and Accomplishments

Activity: Program Direction and Administration

1975		1976		
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
—	$11,657,000	1/	—	$10,700,00

Purpose: The Program Direction and Administration request provides funds to support the planning, implementation, evaluation and dissemination of educational research and development projects by the Institute's staff. It also includes the maintenance of library, computer and resource center facilities and a fellows program to bring in experts (both researchers and school personnel) on a short-term basis to develop, analyze and carryout research activities.

Explanation: The Institute is requesting funds to support 340 full-time permanent positions to implement the programs planned for FY 1976. This is a reduction of 30 from the FY 1975 authorized level.

Accomplishments in FY 1975: Highlights of staff accomplishments include developing, in response to Congress and other constituencies, a goal-oriented program of research and development; planning and initiating, subject to Congressional approval, a National study of Compensatory Education; awarding approximately 481 contracts and grants; and receiving and answering an estimated 4,800 pieces of mail.

Objectives for FY 1976: The major management objectives for FY 1976 center around carrying out the five main program areas planned for FY 1976. These program areas are Dissemination, Basic Skills, Finance, Productivity and Management, Education and Work and Education Equity. Institute staff will be responsible for such functions as monitoring and evaluating an estimated 473 projects, conducting planning studies, analyzing and synthesizing researcher and practitioner findings in order to identify issues and problems the Institute should address.

1/ Legislation will be proposed for the reauthorization of the National Institute of Education. However, Section 414, of the General Education Provisions Act provides for a one-year automatic extension through June 30, 1976 of the current authorization (in the event that work leading to reauthorization has not been completed). The automatic extension Provision would apply to current authorizing legislation which is the General Education Provisions Act - Part A, Section 405 as amended, which provides for $550,000,000 for a three-year period beginning Fiscal Year 1973 to remain available for Fiscal Years 1974 and 1975. Through Fiscal Year 1975, appropriations to the National Institute of Education have totalled $256,057,000 of the authorized $550,000,000.

INTERIM BUDGET REQUEST
(July 1, 1976 through
September 30, 1976)

NATIONAL INSTITUTE OF EDUCATION

Amounts Available for Obligation

	1976	Interim Period
Appropriation........................	$80,000,000	$20,000,000
Total, obligations..................	$80,000,000	$20,000,000

Obligations by Activity

	1976 Estimate		Interim Period Estimate	
	Pos.	Amount	Pos.	Amount
Research and Development	---	$69,300,000	---	$17,300,000
Program Direction and Administration	340	10,700,000	340	2,700,000
	340	$80,000,000	340	$20,000,000

Obligations by Object

	1976 Estimate	Interim Period Estimate
Total number of permanent positions	340	340
Full-time equivalent of all other positions	12	12
Average paid employment	367	367
Personnel compensation:		
Permanent positions	$7,286,000	$1,851,000
Positions other than permanent	256,000	64,000
Other personnel compensation	25,000	6,000
Subtotal, personnel compensation	$7,567,000	$1,921,000
Personnel benefits	650,000	162,000
Travel and transportation of persons	319,000	79,000
Transportation of things	15,000	3,000
Rent, communications and utilities	970,000	242,000
Printing and reproduction	85,000	21,000
Other services	985,000	246,000
Project contracts	52,668,000	13,900,000
Supplies and materials	82,000	20,000
Equipment	27,000	6,000
Grants, subsidies and contributions	16,632,000	3,400,000
Total obligations by object	$80,000,000	$20,000,000

JUSTIFICATION
NATIONAL INSTITUTE OF EDUCATION

	1976 Estimate		Interim Period Estimate	
	Pos.	Amount	Pos.	Amount
Personnel Compensation and Benefits	340	$ 8,217,000	340	$ 2,083,000
Other Expenses	---	71,783,000	---	17,917,000
TOTAL	340	$80,000,000	340	$20,000,000

In addition to the Fiscal Year 1976 request, the Institute is requesting $20,000,000 of which $17,300,000 will be used for Research and Development activities and $2,700,000 will be expended for salaries and related expenses of the Institute's personnel.

These funds are being requested for the three-month transition period between Fiscal Year 1976 and Fiscal Year 1977 and will provide only for anticipated continuations to include:

o Dissemination $8,500,000

- Continuation of the Educational Resources Information Center Clearinghouses which locate, acquire, abstract, index, and make available significant educational documents.
- Continue to build people-to-people links between education practice and research and development by (a) training State, local and intermediate personnel; (b) providing funds to local education agencies to allow teachers to learn first-hand about recent innovations and (c) enabling research and development agencies to assist States in using research findings to address locally-defined problems.
- Continue assistance to States to identify and verify exemplary local practices and allow educational organizations to catalogue research and exemplary practices in reading and career education.
- Continue the study of the process of implementing selected R&D products and outcomes in a variety of local settings.

o Basic Skills $2,796,000

- Continue the development of new teaching practices, particularly those associated with individualized instruction.
- Continue to support a center which has demonstrated its ability to improve instruction.
- Support the development and dissemination of evaluation materials that would provide teachers and administrators with strategies for routinely incorporating feedback from evaluations into school practice.

- Education and Work $2,125,000
  - Continue the Experienced Based Career Education Program, a comprehensive high school program that utilizes the community to provide students with nonpaid learning experiences.
  - Continue to develop, through five-minute television spots, career awareness for children ages 4 to 8 about the world of work and the wide variety of ways in which people earn a living.
- Finance, Productivity and Management $3,879,000
  - Continue to support activities to aid the States in fulfilling their responsibilities for school finance reform.
  - Continue studies to improve the productivity of education through competency-based education programs and cost-saving innovations and practices.
  - Continue the evaluation of several Experimental Schools projects.
- Program Direction and Administration $2,700,000
  - Continue to provide salaries and related expenses for 340 full-time permanent employees for three months.

TUESDAY, MARCH 18, 1975.

GALLAUDET COLLEGE

WITNESSES

EDWARD C. MERRILL, JR., PRESIDENT

JOHN S. SCHUCHMAN, DEAN OF THE COLLEGE

DOIN E. HICKS, DIRECTOR, MODEL SECONDARY SCHOOL FOR THE DEAF; DEAN, PRECOLLEGE PROGRAMS

PAUL K. NANCE, BUSINESS MANAGER

ROBERT R. DAVILA, DIRECTOR, KENDALL DEMONSTRATION ELEMENTARY SCHOOL

CHARLES M. MILLER, DEPUTY ASSISTANT SECRETARY, COMPTROLLER

Mr. NATCHER. At this time, we will take up the request for Gallaudet College, and we have before the committee the president of the college, together with certain other members and associates.

Dr. MERRILL. Mr. Chairman, I have with me Dean Schuchman, Dean Hicks, and Mr. Nance.

Mr. NATCHER. We are delighted to have all of you gentlemen before the committee at this time. We will place your biographical sketches in the record, Dr. Merrill.

[The biographical sketch follows:]

Name: Edward C. Merrill, Jr.

Position: President, Gallaudet College.

Birthplace and date: Asheville, N.C., January 29, 1920.

Education: University of North Carolina, 1942, B.A.; University of Tennessee, 1948, M.S.; and George Peabody College for Teachers, 1953, Ph. D.

Experience:

Present: President, Gallaudet College.

1961–1969: Dean, College of Education, University of Tennessee.

1960–1961: Professor of Education, University of North Carolina.

1957–1960: Associate Dean for Graduate Studies, University of Rochester.

1955–1957: Associate Professor of Education, Auburn University.

1953–1955: Assistant Professor of Education, George Peabody College.

1948–1951: Assistant Principal and teacher of English, Lee Edwards High School, Asheville, N.C.

1946–1947: Instructor in English, Asheville-Biltmore College, Asheville, N.C.

Military service: Army of the United States, ETO, WWII (3 years).

Association memberships:

National Association of Hearing and Speech Agencies.
Higher Education Group of Washington, D.C.
Conference of Executives of American Schools for the Deaf.
Convention of American Instructors of the Deaf.
The Alexander Graham Bell Association for the Deaf.
National Association of the Deaf.
Professional Rehabilitation Workers with the Adult Deaf.
Council of Organizations Serving the Deaf.
American Association of School Administrators.
Phi Delta Kappa (fraternal society for men in education).
Phi Kappa Phi (society recognizing scholarship).
President's Committee on Employment of the Handicapped.

Publications (selected):

Administrative Behavior in Education. Campbell and Gregg, eds., "The Individual and Administrative Behavior," co-author of chapter 9, New York: Harper and Brothers, 1957.

Better Teaching in School Administration (editor). Southern States Cooperative Program in Educational Administration, Nashville: McQuiddy Press, 1955.

Professional Student Teaching Programs. Danville: Interstate Printers and Publishers, 1967 (revised 1973).

"Dare a Liberal Arts College Serve a Special Purpose?" *Liberal Education.* Washington, D.C., vol. LVIII, No. 3, October 1972.

"A Perspective on Higher Education." *American Annals of the Deaf.* Washington, D.C., vol. 117, No. 6, December 1972.

"Dare a Liberal Arts College Serve a Special Purpose?" *Liberal Education.* Washington, D.C., vol LVIII, No. 3, October 1972.

Mr. NATCHER. Please proceed, Dr. Merrill.

GENERAL STATEMENT

Dr. MERRILL. Mr. Chairman, I am pleased to present to this committee the fiscal year 1976 budget request for Gallaudet College in the amount of $22,435,000. This request represents a decrease over fiscal year 1975 of $15,976,000 for construction and an increase over fiscal year 1975 of $2,816,000 for operations including $1,648,000 for the liberal arts college, $889,000 for MSSD, and $279,000 for KDES.

One of the major thrusts in the budget for the liberal arts college is to prepare for the opening of the new food service, health service, central receiving, and utility buildings. The increases related to these new buildings include $90,000 for improved campus-wide health services to meet the special medical needs of deaf students, $118,000 for the operation and maintenance of the new facilities, and $16,000 for a dietitian to manage the new food service.

In the undergraduate instructional program, the increases are focused on improving the library services to prepare for a reaccreditation review ($90,000) and expanded efforts to deal with the language deficiency of deaf students through the development of a special language laboratory and new materials for teaching language ($98,000). At the graduate level, the college will expand the teacher education program to include an undergraduate curriculum and to offer new courses in the area of education of multihandicapped children ($51,000).

In addition, the budget request includes $437,000 for a faculty salary increase to maintain the college's salary scale at a competitive level which will enable the colleeg to continue to attract and hold highly qualified and dedicated faculty.

In the area of research and curriculum development, we are requesting an increase of $60,000 for special studies in the fields of career/vocational education, genetic causes of deafness and mental retardation, and $50,000 to support faculty during the summer months who are working on the development of specialized instructional materials.

Finally, we have requested increases of $164,000 to meet the rapidly escalating cost of fuel oil and other utilities and $104,000 to continue our efforts to maintain the college's older buildings and to use preventive maintenance on the newer buildings.

The academic and physical education complex of the Model Secondary School for the Deaf is more than 60 percent complete and construction will begin soon on the residence halls. Curriculum materials are being developed and field tested in a number of schools prior to general distribution to all interested schools for the deaf. Course offerings to the present student body already are extensive, with additional courses under continuous development. Work-study programs, summer camp, and other community based programs are among available options to students. These and other programs are designed for the specific benefit of the Model Secondary School for the Deaf student body as well as providing models and patterns for other school

The MSSD requests an increase of $889,000 for operations in fiscal year 1976. In addition to an increase of $187,000 required to maintain the current salary schedule and to meet rising costs in the areas of food service and transportation, two major items are included within the request; (1) funds in the amount of $182,000 to operate the portion of the new facilities which will be occupied during the last half of the fiscal year and, (2) $425,000 for 45 additional staff required to provide for the increase of 75 new students and the expanded programs required upon occupancy of the new facilities in preparation for the full enrollment of 600 students.

The Kendall Demonstration Elementary School continues to strive to provide programs which address the total needs of deaf children, and significant gains are being made toward development, evaluation and dissemination of KDES programs.

An increase of $279,000 is requested for operations in fiscal year 1976. A major portion of which, $134,000, is required to maintain the current salary schedule; increased cost of food and transportation; and other built-in increases. The remaining $145,000 will provide for small program expansion in a number of areas including family education services, speech and audiological services, staff evaluation, dissemination and learning resources.

The budget request also includes planning money in the amount of $1,280,000 for the design of a new learning center, fieldhouse, and fifth dormitory to meet the pressing demands for space since the Liberal Arts College has already outgrown its existing plant. In addition, funds are included in the amount of $975,000 to support the conversion of the old dining hall for student use, the connection of existing buildings to the central cooling plant, and construction of streets and sidewalks in accordance with the campus master plan.

The decrease in construction funds from fiscal year 1975 is associated with the completion of MSSD dormitories, the funds for which are nonrecurring.

In summary, the college's fiscal year 1976 budget request will provide for the continued expansion and improvement of instruction and services for students, more effective management of the college and planning for future facility needs.

ENROLLMENT

Mr. NATCHER. Gallaudet now provides undergraduate, graduate, and preschool education as well as continuing education for deaf adults. What is the current enrollment at Gallaudet?

Dr. MERRILL. Sir, we have a statement for the record. The current enrollment of graduate and undergraduate and prep classes is 1,190 students. These are full-time students.

In continuing education this year we will have 1,288. These people may be taking one course or more.

We also have 1,081 persons who are studying sign language. These are hearing people who are learning to communicate with the deaf people.

So for the total college we have 3,589 persons being served. For Kendall, we have approximately 165 students. For the model secondary school, we have 125 students.

Mr. NATCHER. What is your current projected enrollment from 1976 through 1980? Can you give us some idea?

Dr. MERRILL. Yes, sir, I have this information. We can submit it for the record. We have this coming from a study which was done by New York University and for the college, the undergraduate and prep school, we have for 1975, 986 full-time students; 1976 would be 1,014; 1977 would be 1,080—do you want me to continue?

Mr. NATCHER. That is all right, Dr. Merrill. We will insert the necessary part in the record.

[The information follows:]

GALLAUDET COLLEGE

Projected Enrollment of
Full-Time Undergraduate and Preparatory Students
1975-1986

1974*	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
986	986	1014	1080	1149	1211	1279	1347	1416	1465	1495	1514	1520

The projection above is based on a running five-year average of survival ratios for all classes, plus the same numbers (210 and 83, respectively) of new preps and new freshmen in 1975 as in 1974, and a linear increase thereafter to 300 new preps by 1983 and 130 new freshmen by 1984.

This method of projection seems to yield very accurate results for all classes except each year's new preparatory class, which fluctuates considerably. For example, the enrollment projection for the fall of 1974 was 945, assuming a preparatory class of 172. Instead, the 1974 prep class is 210, resulting in an increase in full-time enrollment to 986.

*Actual Enrollment

Dr. **Merrill.** I might say that our actual enrollment is ahead of the original projections so far. For example, the NYU study first projected 962 for this year. We actually have 986 undergraduate students, and we have revised our projections accordingly.

Mr. **Natcher.** Is the budget for construction based on projected enrollment or current enrollment?

Dr. **Merrill.** It is based on projected enrollments.

Mr. **Natcher.** With the present facilities what is the maximum enrollment that could be served by Gallaudet?

Dr. **Merrill.** With the present facilities, we are already in trouble. We do have a shortage of classrooms. We currently have 22 students above the number of beds that we have in our dormitories. That is, we have 22 students planning to come in the fall, and we have no place for these students. We will just convert lounges, do what we can to take care of them. Actually, we are about at our maximum for the college now, without any further additions—our learning center, plus the fifth dormitory and later, perhaps, a field house. These are in our requests for planning money.

TUITION

Mr. **Natcher.** What is the current tuition?

Dr. **Merrill.** The current tuition? Mr. Nance has that.

Mr. **Nance.** $552 for the academic year, 9 months.

Mr. **Natcher.** Do you anticipate an increase?

Mr. **Nance.** You may remember, Mr. Chairman, that we, both the National Technical Institute for the Deaf and Gallaudet College, have agreement with HEW where we charge the average tuition as charged by the public land grant institutions in the United States.

COMPARISON WITH OTHER SCHOOLS

Mr. **Natcher.** Are there other schools with which Gallaudet could compare faculty salaries, equipment, and library facilities? Is there one you could use by way of comparison?

Dr. **Merrill.** I would like to ask Dean Schuchman to respond to that.

Mr. **Natcher.** We would be glad to hear from you.

Dr. **Schuchman.** In terms of faculty salaries, the standard that we use is the American Association of University Professors. We build our salary schedule every year on the basis of their projections. As for library equipment we use the American Library Association standards, and I might add that we are coming up for accreditation in 1976–77, so it is important that we get appropriate materials for our library, and ed-tech facilities to meet accreditation standards.

Mr. **Natcher.** In relation to the standards that you are able to follow, how does Gallaudet compare now in rank: high, low, in between? Where are you?

Dr. **Schuchman.** We have information on that. I will place in the record, if you like, a 10-year salary data table on our faculty salaries compared with the national AAUP.

Mr. **Natcher.** It will be inserted.

[The information follows:]

10 year Gallaudet Salary Data
Ranking by AAUP

	Professor	Associate Professor	Assistant Professor	Instructor	Over-all Average
1965-66	C	C	C	B	9,419
1966-67	C	C	C	B	9,732
1967-68	B	B	C	B	10,402
1968-69	C	B	C	B	10,624
1969-70	B	B	B	A	11,942
1970-71 [1]	2	4	5	6	13,350
1971-72 [2]	1	1	1 *	1 *	16,524
1972-73	1	1	1 *	1 *	16,837
1973-74	1	1 *	1 *	1 *	17,625
1974-75	2	1	1	1	18,176

[1] AAUP grading scale changed to a 1 through 10 grade system and benefits increased from 7% to 8%

[2] AAUP grading scale changed to present percentile system.

More than 50% of full-time faculty have been in the lower two ranks for the entire 10 years and higher increases have been awarded in those two ranks.

The average compensations under 1*, 1, 2, 3, and 4 represent the 95th, 80th, 60th, 40th, and 20th percentiles respectively of the 1973-74 actual decile distribution of average compensations increased by 9.5 percent compounded twice.

JSS - 10/4

EARNED DOCTORATES

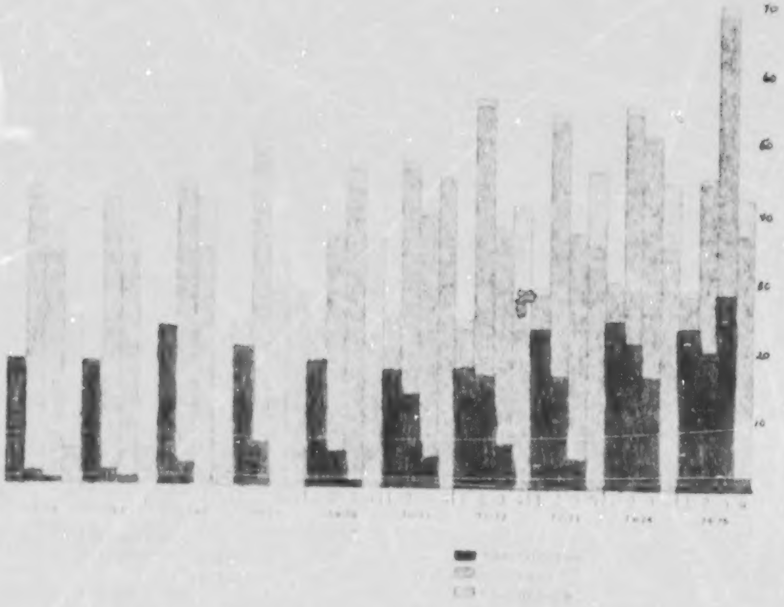
Dr. **Schuchman.** I might add in addition we have information on what has happened to our faculty in terms of the number of earned doctorates that are held by our faculty over the past 10 years. There has been a significant increase in the number of doctorates from 1965 to the present.

Mr. **Natcher.** If the information you are submitting doesn't include it, be sure to include the salary scale for your various faculty positions; and if you will just briefly compare it with two or three other similar institutions in the record at this point.

Dr. **Schuchman.** I will be glad to do that.

[The information follows:]

TEN-YEAR TABLE ON EARNED DOCTORATES



Gallaudet College Faculty
Distribution of Degrees within Ranks for Ten Years

NEW POSITIONS

Mr. Natcher. You are requesting 49 new positions for Gallaudet. How many of these are faculty positions?

Dr. Merrill. Of the 49 positions, I think 12 are faculty.

Dr. Schuchman. There are 12 positions requested in the academic program, but actually only 4 of these are faculty positions. One is in the education department for a new program we are mounting for the multiple-handicapped deaf child and another is within our sign language programs. If you will look at the enrollment data for sign language, we have had significant increases in these programs. The other academic program positions are for the library and educational technology.

Dr. Merrill. Mr. Chairman, I would like to comment, of the 49 positions, 23 are directly related to the opening of new facilities and are for one-half year.

Mr. Natcher. What kind of yardstick, Dr. Merrill, do you use to determine the number of faculty positions necessary?

Dr. Merrill. We try to have a ratio of about one faculty person to every six students. Of course, this does not work out this way in every class. There are some classes where it might fall below that. We have other classes with 20 students in them, and a few which have as many as 50 students. This is the general ratio we are striving for.

CONTINUING EDUCATION

Mr. Natcher. What kind of continuing education programs does Gallaudet make available?

Dr. Merrill. I have here the advertisement that we send out, the announcement that goes out. This happens to be our summer program plus continuing education, and it has a wide range of offerings. These include counselor education and courses that relate to the interest of deaf adults, such practical courses as how to prepare income tax returns, all the way to courses for college credit.

These are offered, incidentally, through 14 other colleges. We try to make use of their offerings, and if we can, we will set up a class with deaf people among the hearing people, or we will help that college set up a class for deaf people. This is why our program, I think, has been very successful and popular among deaf people.

Mr. Natcher. Approximately how many adult students are served?

Dr. Merrill. We serve 1,288. These are deaf adults.

Mr Natcher. What percentage of your budget is used for continuing education programs? Can you give us some idea as to the percentage?

Dr. Merrill. It would be about $350,000.

MODEL SECONDARY SCHOOL

Mr. Natcher. Let's take up Model Secondary School for the Deaf. What phases of planning are you now in for the Model Secondary School for the Deaf?

Dr. Merrill. I would like for Dr. Hicks to respond to that. He is dean of the program.

Dr. Hicks. We have most of the instructional programs planned and operational on a limited basis. The new facilities for the school are under construction. The academic and physical education complex is more than 60 percent complete. We expect to occupy it about January 1 of next year.

At that time, we will be opening a good many new class areas, such as our prevocational shops. We will be expanding our enrollment, so that much of the additional staff and additional funds needed for the secondary school are related to the increased programs and assuming operation of the new physical facility.

Mr. Natcher. Now, how much has been expended for the model school since the beginning of construction?

Dr. Hicks. I believe there is an appropriation history that indicates the appropriations over the past several years. We have been carrying out a pilot program in temporary facilities, and, of course, it is necessary to recruit and train staff and develop programs prior to the time of becoming fully operational in a new facility or prior to the time of getting all the students on board.

So we have been in operation for 5 years, but we have not yet completed our construction program.

CONSTRUCTION

Mr. Michel. Now, you originally had, as I recall, six residence halls planned, didn't you?

Dr. Hicks. Yes, sir.

Mr. Michel. Five of them have been completed?

Dr. Hicks. No, sir; construction has not yet started. We hope to be starting within the next 2 or 3 months.

Mr. Michel. None are completed?

Dr. Hicks. No.

Mr. Michel. But you have trimmed your sails or sights from the original projected six, have you not?

Dr. Hicks. No, sir; we still are planning construction of the six residence halls. They are rather small, 4 of them will accommodate approximately 90 students each, and 2 of them about 130. So we could have built fewer urban-type or high-rise buildings, but we elected to build smaller buildings.

SALARY INCREASE

Mr. Michel. In fiscal year 1974–75, Gallaudet requested a 5-percent increase for salaries to "maintain comparable growth with other colleges."

This year the request is for 10 percent, in the face of an overall effort at the Federal level to try to keep things to 5½ percent, something like that.

How do you justify that request for 10?

Dr. Merrill. I would like to have Dean Schuchman explain this. As he mentioned earlier, we do use the AAUP projections and they are projecting, I think, a 9.5-percent increase for the 1975–76 academic year.

So would you elaborate on that, please, Dean Schuchman?

Dr. SCHUCHMAN. As Dr. Merrill indicated, the projections from AAUP are for 9.5 percent increase in salary and benefits for the 1976 fiscal year. They are also projecting 9.5 percent for fiscal year 1977. We are not going to have the actual data from the field until this summer. This is when the actual publication of the real data is brought to our attention. If there is a variance from the projection, we would compenstate for it in the next year's request.

The only comment I can make about the 9.5 percent figure is that we have found in the past that the AAUP, in point of fact, has been accurate, and we have adhered to that schedule.

When we went to the 5-percent increase last year, which is reflected in the table that we have prepared for the committee, our actual ratings for our full professor ranks went down to grade 2, which is the 60th percentile in the Nation, and went down to a grade 1 in the other ranks. This is actually below our stated goal for our faculty. Our stated goal for the faculty is a grade 1 or grade 1 asterisk.

FACULTY SALARIES COMPARED WITH D.C. COLLEGES

Mr. MICHEL. Last year, I had a table comparing Gallaudet's faculty salaries with other comparable institutions placed in the record of the hearings on page 709 of our hearings, and I would like, aside from the kind of request the chairman made earlier, to have you place in here just an update of that table. It has all the universities, the nine in the vicinity, with salaries for professors, associate professors, and so forth.

Dr. MERRILL. We will be happy to do that.

Mr. MICHEL. Just to be able to compare with last year's record.

[The information follows:]

AVERAGE COMPENSATION BY RANK WITHIN COLLEGES IN THE DISTRICT OF COLUMBIA FOR THE 1974-75 ACADEMIC YEAR[1]

	Professors	Associate professors	Assistant professors	Instructors	Average all ranks comparison
American University	$25,000	$18,800	$15,700	$13,700	$19,800
Catholic University	22,800	16,600	14,200	11,900	17,000
District of Columbia Teachers	24,500	18,600	17,300	14,200	18,600
Federal City College[2]	26,400	19,900	15,700	12,200	
Gallaudet College	24,800	20,800	17,300	14,200	18,200
George Washington University	28,100	19,900	15,900	11,900	22,000
Georgetown University[2]	25,900	20,100	14,600	12,200	
Howard University	27,000	20,800	17,100	12,500	19,200
Washington Technical Institute[2]	22,500	18,200	15,400	13,100	

[1] AAUP data to be published in forthcoming summer issue of the "Bulletin."

[2] No figures for 1974-75 available, data reported are for 1973-74.

Proposed faculty salary schedule for 1975–76 as approved by the Board of Directors, Gallaudet College

Professors:	
Maximum	$32,000
Minimum	22,000
Associate professors:	
Maximum	27,000
Minimum	19,000
Assistant professors:	
Maximum	22,000
Minimum	15,000
Instructors:	
Maximum	18,000
Minimum	12,000

Dr. MERRILL. I would like to add one more thing about the salaries. You know we do require our professors to communicate by using total communication. This is a skill which has to be learned above and beyond their academic proficiency, and they also run an additional risk because we require that they pass a receptive and expression test before giving them tenure. They voted on that themselves. We are very proud of this, and it is an extra challenge that professors at our college have.

Mr. MICHEL. That is a very important contribution to make to the record, too, Dr. Merrill. I appreciate that.

TOTAL FACULTY

What is the total number of faculty members out [illegible] Gallaudet?

Dr. MERRILL. We have this year approximately 310 faculty for the undergraduate and graduate programs, MSSD and Kendall schools.

Mr. MICHEL. Could you give us for the record a breakdown on those functional categories, administrative and general instruction.

Dr. MERRILL. We have by college, MSSD and Kendall, too.

Mr. MICHEL. All right.

[The information follows:]

Position Listing by Functional Category

	1975	1976	Net Changes
College:			
1.) Instructional and Related Activities	238	246	+ 8
2.) Student Services	62	72	+ 10
3.) Research and Curriculum Development	16	19	+ 3
4.) General Institutional and Administrative Activities	201	228	+ 27
5.) Continuing Education	12	13	+ 1
6.) Auxiliary Enterprises	20	20	---
Total, College	549	598	+ 49
MSSD:			
1.) Instructional Services	84	104	+ 20
2.) Curriculum Development/Media Services	32	39	+ 7
3.) Research and Evaluation	12	13	+ 1
4.) Developmental Education	17	32	+ 15
5.) Central Administration	22	24	+ 2
Total, MSSD	167	212	+ 45
KDES:			
1.) Instructional Division	62	62	---
2.) Student and Family Services	18	18	---
3.) Instructional Design and Evaluation	10	10	---
4.) General Administration	8	8	---
Total, KDES	98	98	---
Total, All Components	814	908	+ 94

INCREASED PERSONNEL REQUESTED

Mr. MICHEL. In a partial response to the chairman's question with respect to the increased number of personnel being requested, I didn't quite get the total response to that, of the 40 or more.

Dr. MERRILL. I have a description of them.

Mr. MICHEL. You mentioned only four or five as being actually in the instruction role?

Mr. MERRILL. Yes.

Mr. MICHEL. You mentioned additional facilities for which people are required. In what capacity is that, maintenance?

Dr. MERRILL. Yes. I have a complete list of these. Twenty, as a matter of fact, are associated with the opening of a new infirmary which will serve the entire complex; the opening of a new heating and cooling plant which will meet environmental standards, and which requires additional engineers. These are the type persons that we are requesting, so 20 of these are in the business management physical plant area and associated with the facilities.

NONFACULTY SALARY

Mr. MICHEL. In that category what kind of salary scale do you adhere to, or do you abide by, or do you look to for guidance?

Dr. MERRILL. I will ask Mr. Nance to react to that.

Mr. NANCE. For the nonfaculty, we evaluate all of our jobs. We compare salaries for these jobs with the Federal Government, seven other institutions, colleges in the area, and industry. We try to pay toward the high side of the averages of these comparable groups. We update our salary schedule evaluation at regular intervals.

Mr. MICHEL. Whenever there is a Federal pay raise, are those folks who are serving in operation, maintenance, clerical, secretarial—do you actually tie their salaries to increases that might be voted by the Federal Government?

Mr. NANCE. Yes; it is automatically tied to it, and HEW, OMB, and the Congress for years have responded by appropriating the funds through the supplemental appropriation format. Each time the Federal employees get a raise, we file a supplemental request with HEW for the equivalent for our employees to keep the salaries comparable. It is a healthy, wholesome relation between Gallaudet and its employees and the Federal Government.

Mr. MICHEL. Does it have a relationship to what Georgetown or George Washington or American University would do?

Mr. NANCE. Yes, sir.

NEW POSITIONS

Mr. NATCHER. All right, Dr. Merrill. I believe you are requesting 45 new positions for the model school. That is correct, isn't it?

Dr. MERRILL. Yes, sir, we are. Thirty-four of these positions are directly related to the influx of new students expected in the last half of this coming year. And we have a statement on that explaining the entire breakdown.

Mr. NATCHER. Suppose you submit that, and we will insert the proper portion of it.

[The information follows:]

NEW MSSD POSITIONS

The Model Secondary School for the Deaf has requested a total of 45 positions for fiscal year 1976. Of these, 34 positions are directly related to the influx of new students expected in the last half of fiscal year 1976. These positions are 5 resident advisors, 25 instructors, and 4 instructor aides. These positions will be funded for one half year representing a total of $215,475. Of the remaining positions, 11 positions are those required to support current programs and to prepare for the move to the new facility. These 11 positions represent a total of $170,889. The total basic salary request for all 45 positions is $386,364. This total, however, needs to be incremented by 10 percent to reflect the benefits which the college pays, making the total amount requested $425,000. This amount is exactly equal to that contained in the fiscal year 1976 congressional budget document.

Mr. NATCHER. How many of these positions are in the faculty category?

Dr. MERRILL. Twenty-five instructors, five resident advisors, and four instructor aides.

Mr. NATCHER. What system do you have for determining the need for additional faculty?

Dr. MERRILL. As we are serving deaf students, we do take the standards established by various professional associations working in this area.

Most schools for the deaf, for example, strive to achieve a ratio of five pupils to one teacher, so we have that base and at the college, of course, we are teaching deaf students, so we use the same base.

SHARED FACILITIES

Mr. NATCHER. The Model School is next door to Gallaudet College, and I would like to know what kind of arrangements you have for sharing the use of facilities.

Dr. MERRILL. I would like for Dr. Hicks to answer that.

Dr. HICKS. There are several important ways that we share facilities and resources. Specifically, we elected in our construction program for the college and for the Model School to build joint facilities in the areas of health service, food service, and central utilities. It is not planned to build any athletic stadia in addition to the one that already exists for the college so that the elementary and high school programs will have only recreational and practice facilities.

Additionally, the college has an auditorium which, although it is somewhat inadequate with our current growth, is used by all of the programs on campus for major public events. So we are not duplicating any major or very expensive facilities that we can do without.

There are many other ways, of course, that we share classrooms, and other buildings, but these are some of the major ways.

FACULTY EXCHANGE

Mr. NATCHER. What about faculty? Do you have an interchange as far as faculty is concerned between the two institutions?

Dr. MERRILL. We do have, of course, different faculties. There is a Model Secondary School for the Deaf faculty. There is an undergraduate faculty for the college and a graduate faculty. We do exchange faculty and one good example is the director of our library was asked by Dr. Hicks to also direct the resources center for the Model Secondary School. This is an example of the kind of way we can make use of the talents we have.

We will have adjunct professorships at the college. We don't have the title yet, but we expect to, so people who qualify can have rank in the college as they teach in the Model Secondary School.

Dr. Hicks, would you like to add to that?

Dr. Hicks. I think that is the direction we are going. We do hope within the coming year to have official status to the joint faculty appointments. A new department is being established in the graduate school for training administrators, and we anticipate that a number of the people on the Model Secondary and Kendall Schools staffs will have appointments in that department.

So we are moving steadily in this area. We think it is a healthy development.

DEVELOPMENTAL EDUCATION

Mr. Natcher. You show an increase of 15 new positions for developmental education. Explain what you mean by developmental education, and tell us why you need 15 more positions.

Dr. Hicks. The concept of developmental education is fairly new as a particular terminology, but this includes all of the areas related to prevocational and career education, as well as our residence program, and what is commonly referred to as pupil personnel services, that is, counselors, social workers, and health services personnel.

We have the immediate task of planning courses for about 10 new occupational areas prior to next year when we occupy the buildings, such as graphic arts, including printing, wood, metals, electronics, drafting, and business education. We will have a small prevocational school as a part of the comprehensive model secondary school.

These positions are needed to implement these new programs and particularly with respect to our resident program, to prepare for an increased enrollment. So this is a necessary part of our growth.

KENDALL SCHOOL—ENROLLMENT

Mr. Natcher. Let's take up next Kendall Elementary School. What is the present enrollment capacity of this school?

Dr. Merrill. It is about 165.

Mr. Natcher. How many students are now attending the school? Is that the number that is now in attendance?

Dr. Merrill. Yes, it is; 165.

KENDALL SCHOOL EXPANSION

Mr. Natcher. Are you planning to expand these facilities in the near future?

Dr. Merrill. Yes, sir, we have been authorized to plan a new building for the Kendall School. The architectural services have been rendered. We have the plans for that. It would enable the enrollment to rise to 300. These would be day students, and this new facility would provide the facilities for the different aspects of this program that are necessary.

We need to do a great deal more with parents of deaf children and we need to demonstrate for other schools and classes for the deaf how this is to be done.

Would you like to elaborate on that?

Dr. HICKS. This in general is the major immediate goal and necessitates expansion. Additional students certainly, and additional services are needed, particularly in the diagnostic and health areas for very young deaf children, assistance to families of deaf youngsters, some outreach within the community in assisting parents in learning to communicate with their children and to know more about parenting a deaf child. We feel that there are major opportunities within our metropolitan area for additional service, but even more importantly opportunities for developing the kind of program that can be exemplary within the Nation and which other schools can use as models.

Dr. MERRILL. I would like to call on the director of that school, Dr. Davila, who is deaf himself, and let him comment on the way he sees this school. Would that be appropriate?

Mr. NATCHER. It certainly would. We would be glad to hear from him.

Dr. MERRILL. Dr. Davila, would you comment on this school and the way it will be expanded?

Dr. DAVILA. Thank you for the opportunity. I am the new director of the Kendall Demonstration Elementary School, and I have been in service since the past summer. In our program we are identifying the needs of all our children and trying to establish as a goal the relationship between the home and the school, because we consider that the home plays a very important role in the development of the children, and that is why we are giving special attention to the need to develop a parents' education program so the parents can provide instruction and added stimulation and experience with the children.

We have a 12-month program, so we consider that we need the additional opportunity to provide services to the children, and we also consider that we need to bring in people on the staff who provide us with other skills and competence other than training in our special area. For that reason we are developing a staff development program, an ongoing program. We have people from areas such as mental retardation, special education, learning disabilities, to bring something special to our program with deaf children who have other problems, so we can develop in them means to communicate.

So I think we have a good program in providing expanded services. We provide evaluation in hearing, speech, psychology, and in a number of other things, so we have really a need for facilities. Right now, we have a staff of 98—the entire staff, including clerical and administrative services—and an enrollment of 175. We have now around 24 referrals, parents who have inquired about admission in the program, but we have no additional space. We receive inquiries from schools in the country asking for information on our curriculum and asking for assistance in developing new programs.

Mr. NATCHER. Thank you very much.

TUITION—KENDALL SCHOOL

Now, let me ask you this, do you have a tuition charge at Kendall?

Dr. MERRILL. No; we have no tuition charge.

INTERIM PERIOD

Mr. NATCHER. How do you arrive at the figure of $5.6 million for the interim period July 1 through September 30, 1976? How did you arrive at that figure?

Mr. NANCE. That figure was arrived at basically, Mr. Chairman, by taking the 1976 base and dividing it by four to get a fourth of the year, plus a few mandatory items, but not very many. That was basically the way we got it.

POSTSECONDARY PROGRAMS FOR DEAF STUDENTS

Mr. NATCHER. Mr. Michel.

Mr. MICHEL. Last year, you provided a listing of 50 other postsecondary schools offering programs for the deaf. Do you know if any new programs or schools have been developed in this field since last year?

Dr. MERRILL. We are in the process of developing another edition of the little manual that explains these programs. I don't have that with me.

Mr. MICHEL. Would you just respond as best you can for the record?

[The information follows:]

POSTSECONDARY PROGRAMS FOR HEARING IMPAIRED STUDENTS—MARCH 1975

Maricopa Technical College, Phoenix, Ariz. 85004
Bakersfield College, Bakersfield, Calif. 93305
La Puente Valley Vocational School, City of Industry, Calif. 91744
El Camino Junior College, El Camino, Calif. 90506.
Ohlone College, Freemont, Calif. 94537.
Golden West College, Huntington Beach, Calif. 92647
California State University at Northridge, Northridge, Calif. 91324
Ceritos College, Norwalk, Calif. 90650.
Miracosta Community College, Oceanside, Calif. 92034.
Pasadena City College, Pasadena, Calif. 91106
Riverside City College, Riverside, Calif. 92506
American River College, Sacramento, Calif. 95814
San Diego Community Colleges, San Diego, Calif. 92123
John O'Connell Vocational School, San Francisco, Calif. 94110
Community College of Denver, Denver, Colo. 80216
Gallaudet College, Washington, D.C. 20002
St. Petersburg Junior College, Clearwater, Fla. 33515
University of South Florida, Tampa, Fla. 33620
Floyd Junior College, Rome, Ga. 30161
College of Southern Idaho, Twin Falls, Idaho 83301
Northern Illinois University, DeKalb, Ill. 60115
William Rainey Harper College, Palatine, Ill. 60067
Waubonsee Community College, Sugar Grove, Ill. 60554
Hyles-Anderson College, Hammond, Ind. 46325
Iowa Western Community College, Council Bluffs, Iowa 51501
Johnson County Community College, Overland Park, Kans. 66210
Jefferson State Vocational Technical College, Jeffersontown, Ky. 40299

Lexington Technical Institute, Lexington, Ky. 40506
University of Southwestern Louisiana, Lafayette, La. 70501
Delgado Junior College, New Orleans, La. 70119
C.S. Mott Community College, Flint, Mich. 48503
State Technical Institute and Rehabilitation Center, Plainwell, Mich. 49080
St. Paul Technical Vocational Institute, St. Paul, Minn. 55102
New Hampshire Vocational-Technical College, Claremont, N.H. 03743
National Technical Institute for the Deaf at Rochester Institute of Technology, Rochester, N.Y. 14623
Central Piedmont Community College, Charlotte, N.C. 28204
University of Akron, Akron, Ohio 44325
Columbus Technical Institute, Columbus, Ohio 43215
Chemeketa Community College, Salem, Oreg. 97303
Community College of Allegheny County, Monroeville, Pa. 15146
McCarrie School of Mechanical Dentistry, Philadelphia, Pa. 19105
Community College of Philadelphia, Philadelphia, Pa. 19107
Chattanooga State Technical Institute, Chattanooga, Tenn. 37406
Tennessee Temple Schools, Chattanooga, Tenn. 37404
Lee College, Baytown, Tex. 77520
Tarrant County Junior College, Hurst, Tex. 76053
Eastfield College, Mesquite, Tex. 75149
Utah State University, Logan, Utah 84321
Woodrow Wilson Technical Vocational Center, Fisherville, Va. 22939
Seattle Community College, Seattle, Wash. 98122
North Central Technical Institute, Wausau, Wis. 54401
The University of Arizona, Tucson, Ariz. 85721
Maryville College, Maryville, Tenn. 37801

CONSTRUCTION—COLLEGE

Mr. MICHEL. One final question with respect to that fifth residence hall; somewhere in the justifications I read about $450,000, I believe, or something, for planning for the fifth residence hall. That srtuck me as being a pretty high figure. Why that figure and why that much? Isn't it the same amount of planning for each one of these residential halls?

Dr. MERRILL. I will have to investigate that. We pay the usual architectural and planning fees. It runs to about 10 percent. It is about a $4 million building, so I imagine that would be about it. We have one now that is being planned and being constructed, the fourth dorm, and it is just under $4 million.

Mr. MICHEL. Were those all contracted for at the same time?

Dr. MERRILL. No. We have used Hudgins, Thompson, and Ball, the architects for the Model Secondary School, because we were planning the development of common or shared facilities. We did use them for planning the plaza, and they are being used for planning the fourth dorm because it is adjacent, actually on the construction site, to part of the construction that is underway. So they will be planning that, along with a master plan for the entire campus.

Mr. MILLER. Mr. Michel, I am not sure whether this was part of your thinking, but we were up here recently for a supplemental request for the Model Secondary School, and we did put in the 1975 supplemental the remaining dorms.

We can save money if we put all of the remaining dorms out on bid at the same time.

Mr. MICHEL. That is what I was wondering. With the escalating cost of construction, if the plan is there, and you know you are going to do it, and everybody is agreed, it seems to me you ought to go ahead.

Dr. MERRILL. We are talking about two different sets of dorms here. One is for the college; the supplemental was for a residence hall for the MSSD, so that is what we asked the supplemental for.

Mr. Michel. Thank you, Mr. Chairman.

Mr. Natcher. Mr. Shriver.

MSSD NEW FACILITIES

Mr. Shriver. How is the Model Secondary School building proceeding?

Dr. Hicks. We are approximately 60 percent complete on the academic and physical education facilities as well as the shared facilities with the college: central utilities, food service, and health service. We are prepared to go to bid within a short time on the residence hall pending approval of a supplemental appropriation request presented several days ago.

We anticipate occupying the academic and physical education complex about the first of next calendar year.

Mr. Shriver. Mr. Miller, when did you have the supplemental?

Mr. Miller. A week or two ago.

Dr. Hicks. It was week before last.

Mr. Shriver. I remember we discussed this several times, and we were trying to push it along because of the rising construction costs. The sooner we get it done, the better.

That is all I have, Mr. Chairman.

Mr. Natcher. Mr. Conte?

HEALTH SERVICES

Mr. Conte. You are requesting $90,000 for improved campus-wide health services. Would you briefly describe the special medical needs of deaf students to which you referred in your opening remarks?

Dr. Merrill. The No. 1 need in medical services for the deaf person is that of communication between patient and doctor. As difficult as this may be between the adult deaf person and his physician, it is far more so with the young child and high school student. Our staff of nurses and medical director can provide this time, and can give the communication by means of signs. Thus the medical sector does not only provide medical care, but provides an education in the area of self-understanding of medical needs and knowledge that will be invaluable in later life.

The additional factor of multiple handicapping situations makes it vital that there be understanding on the part of the patient, and only a doctor with the necessary knowledge of medicine plus an understanding of deafness can also appreciate and assist with the entire life problem presented the deaf individual who has added physical disabilities.

From a facilities standpoint the medical nursing staff is moving from a 12-bed infirmary to a 26-bed set-up with the added responsibility of full time health care for MSSD students and the gradual assumption of responsibility for Kendall School students as that program develops in its overall service to the children of the District of Columbia.

Gallaudet and the MSSD are heavily residential schools. Over 85 percent of the college student body lives on campus, thus the demands on the infirmary are much greater in proportion to other colleges. The approximate contact rate is 26 times greater on our campus than in colleges of comparable size. This rate stems from the many added complications that result from the added medical problems associated with visual problems, cerebral palsy, and so on. Often these are things that would normally be taken care of by a telephone source, the family medicine kit and so on. Thus we have a much higher rate of contact between student and staff. There is every indication that this will increase when a younger population is added to the responsibility assumed by the medical director, his nursing staff, and the growing need for added consultant services.

REACCREDITATION-LIBRARY

Mr. Conte. You are requesting $90,000 to improve your library in preparation for a reaccreditation review. When will that review be? Do you foresee any problems associated with that review?

Dr. Schuchman. We will have a general review of the college academic program in academic year 1976–77 by our accrediting organization, The Middle States Association of Secondary Schools and Colleges. The specific review of the Library, as part of that accreditation review, will utilize the American Library Association standards. The budget request represents funds which will allow for an increase in library resources to meet ALA standards.

FACULTY SALARY

Mr. Conte. You are requesting $437,000 for faculty salary increases. Could you provide some information on your present faculty salary scales?

Dr. Schuchman. Yes; as I stated earlier, this increase in faculty salaries is based on projections of the American Association of University Professors and will keep Gallaudet in the first rank for salaries as compared with other institutions of our size.

MULTIBLY HANDICAPPED CHILDREN

Mr. Conte. Would you elaborate on your plans to expand your program on education of multihandicapped children?

Dr. Merrill. In the fall of 1975, we will implement a new concentration in our teacher preparation program. This new focus will fill a critical need—that is, training teachers to work with multiply handicapped deaf children. As you know, a very large and growing percentage of children in schools and programs have one or more handicaps. The program will deal with the broad spectrum of disabling conditions which exist concommitant with deafness. We plan to accept trained teachers of the hearing impaired to receive specialized training in this area as well as entering graduate students who would undergo a 2-year master's program.

SPECIAL STUDIES

Mr. Conte. I believe that you are requesting an increase of $60,000 for special studies in the fields of career and vocational education. As you may know, this is an area in which I am particularly interested, and I wonder if you could provide some more information on the types of areas in which you are doing research?

Dr. MERRILL. In a current survey we are asking some preliminary questions about vocational training services being offered for deaf students. For example, a page of the survey contains such questions as: "Do you offer vocational training?," "How many teachers are involved in this training?," and "In what areas of training?" These results will be analyzed during this summer prior to our deciding on what specific next steps to take.

MSSD—ENROLLMENT

Mr. CONTE. How many students are in your Model Secondary School for the Deaf? When will you be reaching full enrollment?

Dr. HICKS. The current enrollment of the Model Secondary School for the Deaf is 130 students. This number is the maximum we are able to serve in our temporary facilities. We expect to reach maximum enrollment by 1980. After moving to our new academic facilities in 1976 and proposed completion of residence halls in 1977 we will be able to move rapidly to full enrollment.

ALTERNATIVE FUNDING

Mr. CONTE. In your justification, there is reference to the development of alternative sources of support. (Under Program Increases, 1d). What alternative sources do you now have, and what possibilities are you investigating for the future?

Dr. MERRILL. During the last 2 years, the college has developed a volunteer organization which includes a resources council and three development committees—the parents' committee, special gifts committee, college alumni committee. Through the efforts of these groups, voluntary support from the private sector is being sought through foundations and individuals. The alumni sector particularly continues to generate additional support. The alumni are being solicited personally and through general mailings for contributions to specific programs and projects. International organizations such as Quota and Rotary, are engaged in fund raising activities to increase scholarships/fellowships for our undergraduate and graduate students. These are the types of support we are pursuing.

MSSD

Mr. CONTE. Your justification refers to the design of performance-based curricula in connection with the model secondary school. Would you elaborate on that?

Dr. HICKS. Performance based curricula are established by setting goals for student growth rather than simply specifying the particular subject matter that is offered in a course. In this manner both teachers and students are held accountable for educational growth. Success is measured not just by passing examinations but in a variety of ways. A course is completed only when a student has met all minimum goals for the course. The goals always include performance measures by which a student demonstrates that he/she can apply the knowledge gained or otherwise demonstrate personal growth realized as a result of the course.

Mr. CONTE. Again in connection with the model secondary school, would you explain what an organizational decisionmaking model is, and why you need that in addition to a management-by-objectives model?

Dr. Hicks. An organizational decisionmaking model refers to the system that an organization uses to aggregate and analyze data for purposes of making its decisions. This generally is hierarchical in that data are generated at all levels, decisions are made as required. Input also is necessary from individuals and publics outside the organization and utilized as necessary.

Management by objectives is one way of guiding a decisionmaking process. An organization may set its objectives and require that all decisions relate in a direct way to one or more of those objectives. Likewise all departments and individuals within an organization then have objectives which relate to the broader organizational objectives. Performance of units and individuals is judged on the basis of achievement of objectives. Goals and objectives then become a management tool and success criteria with which everyone within an organization is able to identify clearly. Budget development and resources allocation also are based on measurable objectives.

Mr. Conte. Much of the work which you do is considered innovative, especially at the elementary and secondary school levels. Is there provisions for the sharing of the fruits of your work with people in the nonhandicapped educational sector? What kinds of arrangements are there for collaboration and cooperation of this kind?

Dr. Hicks. One primary goal of the precollege programs is sharing information and materials with other schools and programs for the deaf. Efforts will be made, however, to broaden this activity and extend it to other handicapped groups and to nonhandicapped. The major mechanism for doing this will be through the National Center for Media and Materials for the Handicapped. This center, located at Ohio State University, has a legislative mandate to assist the model secondary school for the deaf. This activity, in large part, will take the form of assisting with cooperative efforts for sharing information and materials within the educational sector.

1976 BUDGET REQUEST

Mr. Conte. As you know, the administration is cutting back on all budgets this year. What was your request to HEW and the Office of Management and Budget?

Dr. Merrill. The original request for budget authority, to DHEW was $20,920,000 for operations and $25,821,000 for construction including $15,800,000 for a new Kendall demonstration elementary school facility for a total of $46,741,000. The request to Office of Management and Budget included $20,180,000 for operations and $10,021,000 for construction for a total of $29,771,000. The $10,021,000 for construction included $7,766,000 for the construction of residence halls for MSSD. This amount was shifted from the 1976 budget to a 1975 supplemental request to enable the college to move more quickly on the completion of the new MSSD facilities.

Mr. Natcher. Dr. Merrill, we want to thank you and your associates for appearing at this time.

JUSTIFICATION OF THE BUDGET ESTIMATES

Appropriation Estimate

CALLAUDET COLLEGE

For carrying out the Model Secondary School for the Deaf Act (80 Stat. 1027) and for the partial support of Callaudet College authorized by the Act of June 18, 1954, [$27,543,000] *$22,426,000*, of which [$10,465,000] *$2,255,000* shall be for construction and shall remain available until expended: *Provided,* That if requested by the college, such construction shall be supervised by the General Services Administration.

For "Callaudet College" for the period July 1, 1976, through September 30, 1976, $5,806,000.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

SPECIAL INSTITUTIONS

Gallaudet College

Amounts Available for Obligations

	1975 Revised	1976
Appropriation	$ 27,543,000	$ 22,435,000
Proposed supplemental appropriation	8,052,000	---
Subtotal, appropriations	35,595,000	22,435,000
Receipts and reimbursements from Non-Federal sources	1,678,000	1,830,000
Unobligated balance, start of year	2,217,000	1,267,000
Unobligated balance, end of year	-1,267,000	---
Total, obligations	38,223,000	25,532,000

Summary of Changes

1975 Estimated obligations	$ 38,223,000
1976 Estimated obligations	25,532,000
Net change	- 12,691,000

	Base		Change from Base	
	Pos.*	Amount	Pos.*	Amount
Increases:				
A. Built-in				
1. Faculty payraise (College-$437,000; Model Secondary School-$150,000; Kendall School-$104,000)	---	---	---	$ +691,000
2. Bookstore, food service and transportation cost (College-$97,000; Model Secondary School-$16,000; Kendall School-$23,000)	---	---	---	+136,000
3. Cost of telephone and utility services (College-$164,000; Model Secondary School-$4,000)	---	---	---	+168,000
4. Annualization of non-faculty payraise			---	+144,000
Subtotal			---	+1,139,000

* All positions are Non-Federal

Summary of Changes (Cont.)

	Base		Change from Base	
B. Program:				
1. College - operations:				
(a) Instruction and Related Activities	238	$5,491,000	+ 8	$ +319,000
(b) Student Services	62	1,387,000	+10	+166,000
(c) Research and Curriculum Development	16	378,000	+ 3	+113,000
(d) General Institutional and Administrative Activities	201	3,546,000	+27	+408,000
(e) Continuing Education	12	347,000	+ 1	+ 31,000
(f) Auxiliary Enterprises	20	1,088,000	---	+ 3,000
2. Model Secondary School - operations:				
(a) Instructional Services	84	1,688,000	+20	+199,000
(b) Curriculum Development/ Media Services	32	771,000	+ 7	+ 97,000
(c) Research and Evaluation	12	225,000	+ 1	+ 13,000
(d) Developmental Education	17	325,000	+15	+135,000
(e) Central Administration	22	1,406,000	+ 2	+265,000
3. Kendall Demonstration Elementary School - operations:				
(a) Instructional Division	62	1,254,000	---	+ 60,000
(b) Student and Family Services	18	469,000	---	+ 47,000
(c) Instructional Design and Evaluation	10	179,000	---	+ 18,000
(d) General Administration	8	469,000	---	+ 22,000
4. Construction:				
(a) College - Planning of Learning Center	---	---	---	+450,000
(b) College - Connection of Existing Buildings to Central Cooling Plant	---	---	---	+215,000
(c) College - Conversion and Construction of the Student Union Building	---	---	---	+275,000
(d) College - Planning and Construction of Roads	---	---	---	+485,000
(e) College - Planning of the Field House	---	---	---	+380,000
(f) College - Planning of a Fifth Residence Hall	---	---	---	+450,000
(g) College - Construction Fourth Residence Hall	---	---	---	+567,000
(h) Model Secondary School - Construction Residence Halls	---	---	---	+700,000
Subtotal			+94	+5,418,000
Total, increases			+94	+6,557,000
Decreases:				
A. Built-in:				
1. Operations:				
(a) October 1972 payraise retro decrease	---	---	---	- 67,000
Subtotal			---	- 67,000
B. Program:				
1. Construction:				
(a) College - Equipment for Food and Health Service Building	---	---	---	-450,000

Summary of Changes (Cont.)

	Base		Change from Base	
(b) College - Construction Fourth Residence Hall..........	---	---	---	$- 3,833,000
(c) Model Secondary School - Permanent Facilities...........	---	---	---	-13,652,000
(d) Other Construction Projects........................	---	---	---	- 1,246,000
Subtotal..............................			---	-19,181,000
Total, decreases..............................			---	-1[illegible]48,000
Total, net Changes................................			+94	-12,691,000

Explanation of Changes

Increases:

A. Built-in:

1. Faculty salary increases - The increase of $691,000 will provide salary increases for instructional faculty, an increase of 10 percent over FY 1975.

2. Student services - $136,000 is requested for Bookstore and food services, and transportation costs.

3. An increase of $168,000 will provide for the increased cost of telephone and other utility services.

4. Annualization of the October 1, 1974 payraise for non-faculty ($144,000).

B. Program:

1. College - Operations:
   (a) The $319,000 requested will provide for: implementation of an undergraduate/graduate teacher preparation program· increased course offerings for teachers of multi-handicapped deaf children; establishment of a pilot language laboratory; an increase in academic support; the acquisition of books and non-print materials and the establishment of a technical processing unit for the Library; modification of present classroom facilities, the instructional materials laboratory, and computer center; and increased production of captioned films.
   (b) The $166,000 requested will provide for improved health services which are to be included in the new all-campus medical facility.
   (c) The $113,000 will provide for: special studies in careers/vocational education, genetic deafness, and mental retardation of deaf persons; developmental work in preschool assessment, attitude measurement, and the evaluation of other handicapping conditions; and more courses offered in the language sciences.
   (d) The $408,000 requested will provide for: operations and maintenance of new facilities; development of alternative sources of support for the College; a staff development program; and improvements in buying, security, postal and preventive maintenance services.
   (e) The $31,000 requested will provide for the improved dissemination capability of the Center for Continuing Education and for development of teaching packages.
   (f) The $3,000 will provide for: increased custodial service and increased student help.

2. Model Secondary School - Operations:
   (a) The $199,000 will provide for: the development of 30 new mini-courses; complete the development of 90 courses in 15 academic areas; a complete individualized program for each student; transfer of operations, personnel and equipment to the new facility; a communications profile for use in prescribing individualized instruction, and the refinement of a 12-month instructional program.

Explanation of Changes (Continued)

Increases:

B. Program:

2. Model Secondary School - Operations:

   (b) The $97,000 will provide for: the design of performance-based curricula; increased learning resource center services; an increase in television captioning; the expansion of computer programs; the increase of instructional materials collections; the expansion of media production services; and a computerized scheduling program.

   (c) The $13,000 will provide for the validation of language development measures; a study of graduates; a study of the effectiveness of admissions criteria; an analysis of student achievement; evaluation of the mini-school experiment; and the evaluation of the interaction curriculum.

   (d) The $135,000 will provide for: the development of 10 pre-vocational courses; a Deaf Awareness Program within the residence program; a career education program; establishment of working relationships with major service agencies; additional resident advisors; transfer to the new facility; group home placements; recruitment of new students; an instructional handbook; and an indirect program of educational, social and recreational activities.

   (e) The $265,000 will provide for: operations and maintenance of the new facilities; fiscal management planning and evaluation; computer-based accounting; an organizational decision-making model; a management-by-objectives model; staff development and evaluation; and public information.

3. Kendall Demonstration Elementary School - Operations:

   (a) The $60,000 requested will provide for an increase in the programs the primary and elementary divisions.

   (b) The $47,000 requested will provide for: home visits by social workers; working relationships with major social, health and related agencies; basic family education services; new hearing aids and hearing aid parts; a complete data file on each child; and psychological assessment of each student.

   (c) The $18,000 requested will provide for: implementation of KDES-developed programs and materials at the schools; a procedure for recording the spontaneous communication of deaf children.

   (d) The $22,000 requested will provide for the implementation of management-by-objectives and for staff development.

4. Construction:

   College:

   (a) $430,000 is requested for the planning of the learning center.

   (b) $215,000 is requested to connect existing buildings to the central cooling plant which was completed in the fall of 1975.

   (c) $275,000 is requested for planning and construction associated with conversion of the Student Union Building.

   (d) $485,000 is requested for planning and construction of streets, roads, and sidewalks.

   (e) $380,000 is requested for the planning of a physical education field house.

   (f) $450,000 is requested for the planning of a fifth residence hall necessitated by enrollment increases projected for future years.

   (g) $567,000 (funds were appropriated in prior years) is requested for the completion of the fourth residence hall now under construction.

   Model Secondary School for the Deaf:

   (h) $730,000 (funds were appropriated in prior years) is requested for completion of residential facilities to accommodate 450 students.

Obligations by Activity

Page Ref.		1975 Estimate		1976 Estimate		Increase or Decrease	
		Pos.	Amount	Pos.	Amount	Pos.	Amount
	Operations:						
	(a) College..............	549	$1[illegible]85,000	598	$13,985,000	+49	$ 1,800,000
	(b) Model Secondary School for the Deaf.................	167	4,445,000	212	5,334,000	+45	+889,000
	(c) Kendall Demonstration Elementary School....	98	2,412,000	98	2,691,000	---	+279,000
	(d) Construction.........	---	19,181,000	---	3,522,000	---	-15,659,000
	Total obligations....	814	38,223,000	908	25,532,000	+94	-12,691,000

Obligations by Object

	1975 Estimate	1976 Estimate	Increase or Decrease
Grants, Subsides, and contributions	$38,223,000	$25,532,000	-$12,691,000
Total obligations by object	38,223,000	25,532,000	- 12,691,000

Authorizing Legislation

Legislation	1976 Authorized	 Appropriation Requested
"An Act to amend the charter of the Columbia Institution for the Deaf." (D.C. Code 31-1032) Enacted June 18, 1954, P.L. 420, 83rd Congress, Sec. 8, 68 Stat. 266.	Indefinite	$14,410,000
"An Act to modify and enlarge the authority of Gallaudet College to maintain and operate the Kendall School as a demonstration elementary school for the deaf to serve primarily the National Capital region, and for other purposes." (Public Law 91-587, 91st Congress, S.4083 December 24, 1970, 84 Stat. 1579.	Indefinite	2,691,000
"An Act to authorize the establishment and operation by Gallaudet College of a Model Secondary School for the Deaf to serve the National Capital region." (31 D.C. Code 1051) Enacted October 15, 1966, P.L. 89-694, Sec. 2, 80 Stat. 1027.	Indefinite	5,334,000

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Gallaudet College

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1966	2,609,000	2,609,000	2,685,000	2,685,000
1967	2,557,000	2,557,000	2,612,000	2,612,000
1968	5,815,000	5,815,000	6,001,000	5,815,000
1969	5,305,000	4,536,000	4,536,000	4,536,000
1970	6,086,000	6,086,000	6,400,000	6,400,000
1971	9,612,000	9,514,000	9,869,000	9,559,000
1972	30,246,000	29,101,000	30,862,000	30,862,000
1973	14,073,000	19,033,000	19,033,000	19,033,000
1974	15,012,000	14,942,000	15,012,000	15,012,000
1975	27,543,000	27,543,000	27,543,000	27,543,000
1975 Proposed Supplemental	8,052,000			
1976	22,435,000			

Justification

	1975		1976		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel compensation and benefits...........	814	$14,096,000	908	$16,304,000	+94	$+2,208,000
Other expenses	---	24,127,000	---	9,228,000	---	-14,899,000
Total	814	38,223,000	908	25,532,000	+94	-12,691,000

General Statement

Gallaudet College is a private non-profit educational institution providing an undergraduate higher education for the deaf, a preparatory program for deaf students who need such training to qualify for college admission, a graduate school program in fields related to deafness, a continuing education program for deaf adults. The 1976 budget estimate will provide for major improvement of management services in the areas of program planning, budgeting and evaluation, upgrading of the preventive maintenance program for the physical plant, and operating expenditures for the new food and health service facility. It will also provide for necessary faculty pay increases, increased food and transportation expenses, contracted service costs, utility costs, student financial aid, expansion of the graduate program and improved residence hall services.

As provided under Public Law 89-694, the Model Secondary School for the Deaf: a) serves as a laboratory for educational experimentation and development; b) disseminates working models throughout the field of education of the deaf to programs serving more than 60,000 deaf students and 10,000 educational professionals; c) prepares deaf adolescents for post-secondary academic and/or vocational pursuits; and d) provides deaf adolescents with the skills necessary to become well-adjusted, contributing, and effective members of the society. For 1976, the objectives for the Model Secondary School for the Deaf include: the completion of a minimum of 90 academic courses in preparation for the increased enrollment expected as a result of the opening of the new facility in 1976; continued development, evaluation and implementation of curricular materials and models; the development and implementation of several improved management systems; and the inclusion of a deaf awareness program within the residence program.

By an act of Congress, Public Law 91-587, the College has the authority to operate Kendall School as a national demonstration elementary school for the deaf. The school will: 1) develop an exemplary educational program for children from the age of onset of deafness through the age of fifteen; 2) develop a diagnostic center; 3) develop a parent education program; and 4) become a source of important research on learning problems of young deaf children. The 1976 operating estimates will provide for the maintenance of faculty salaries; the development of a complete medical data file on each child; complete psychological assessment of each child; the expansion of home visits by social workers; and the completion and implementation of a management-by-objectives model.

The construction funds requested for the College will provide for the planning of the learning center; the connection of eight buildings to the central cooling plant; planning and construction associated with removal of food service facilities from the Student Union Building; planning and construction of streets, roads and sidewalks called for in the new facilities master plan; planning of the field house; and planning of the fifth residence hall.

Operations

College

	1975		1976		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel compensation and benefits............	549	$ 9,420,000	598	$10,850,000	+49	$+1,430,000
Other expenses.......... ..	---	2,765,000	---	3,135,000	---	+370,000
Total.................	549	12,185,000	598	13,985,000	+49	+1,800,000

Narrative

The 1976 budget estimate for College operations represents an increase of $1,800,000 and 49 new positions over the 1975 appropriation. A distribution of these funds and positions is illustrated below.

Instruction and Related Activities............	238	$5,439,000	246	$6,194,000	+ 8	$+755,000
Student Services..	62	1,387,000	72	1,586,000	+10	+199,000
Research and Curriculum Development............	16	378,000	19	497,000	+ 3	+119,000
General Institutional and Administrative Activities	201	3,546,000	228	4,134,000	+27	+588,000
Continuing Education......	12	347,000	13	386,000	+ 1	+39,000
Auxiliary Enterprises. .	20	1,088,000	20	1,188,000	---	+100,000
Total.................	549	12,185,000	598	13,985,000	+49	+1,800,000

1. Instruction and Related Activities: $755,000 ($411,000 faculty payraise; $86,000 new positions; $258,000 other expenses) Funds are requested in support of a 10 percent faculty pay increase in order to allow the College to remain competitive and to maintain the current American Association of University Professors (AAUP) ranking held by the College. This increase will enable the College to continue to attract new and replacement faculty with the earned doctorate. Support is also requested for implementation of an undergraduate/graduate teacher preparation program to facilitate the entrance of deaf persons into teaching careers; increased course offerings for teachers of multi-handicapped deaf children; extension of 12-month contracts to faculty in the English Department to establish a pilot language laboratory; an increase in academic support for 22 instructional departments; the acquisition of books and non-print

materials which will enable the Edward Miner Gallaudet Memorial Library to meet professional library accreditation standards; establishment of a technical processing unit within the library which will order, catalog and process learning resources in all forms for all units on the campus; modification of present classroom facilities to meet the special visual and amplification needs of deaf students; modification of the instructional materials laboratory and computer center; and expansion of the capability for production of captioned films.

2. Student Services: $199,000 ($12,000 faculty payraise; $111,000 new positions; $76,000 other expenses) Funds are requested in support of improvement of campus health services to include increased staffing needed to comply with the recommendations of the American College Health Association for an institution of Gallaudet's size. Also included are expanded medical specialist consultation and the implementation of a limited medical laboratory on campus. Support is also requested for improved counseling and placement services, and for improved campus food service.

3. Research and Curriculum Development: $119,000 ($38,000 new positions; $81,000 other expenses) Support is requested for special studies in the areas of careers/vocational education, genetic deafness, and mental retardation of deaf persons; for developmental work in the areas of preschool assessment, attitude measurement, and the evaluation of data reported on other handicapping conditions; and for expansion of the number of courses offered in the language sciences.

4. General Institutional and Administrative Activities: $588,000 ($8,000 faculty payraise; $174,000 new positions; $406,000 other expenses.) Support is requested for operations and maintenance of new college facilities; increased efforts in the development of alternative sources of support for the programs of Gallaudet College; implementation of a staff development program; and some improvements in buying, security, postal and preventive maintenance service. Funds are also needed to assure that gas, electricity, and fuel oil are adequate to supply the College's needs.

5. Continuing Education: $39,000 ($6,000 faculty payraise; $11,000 new positions; $22,000 other expenses) Conferences will be sponsored at which representatives of schools for the deaf now conducting community education programs may exchange and pool ideas that are conducive to the growth of continuing education activities throughout the country. Workshops and short courses will be developed for counselors, audiologists and deaf persons interested in becoming accredited teachers of the deaf. Promotional materials will be developed to fill a demand for orientation and training in the area of school-community related programs. The need for special teaching packages and materials to serve the model demonstration program has been validated as a result of the study conducted in 1975. The needed materials will, therefore, be produced by the Center in 1976.

6. Auxiliary Enterprises: $100,000 ($100,000 other expenses) The imminent expansion of the MSSD, the KDES, and the College has created a predictable increased need for expansion of auxiliary services in 1976. In line with the role of Gallaudet College as a multipurpose institution serving the needs of the deaf in providing preschool, elementary, secondary and higher education, the function of the bookstore as a supplier of materials on deafness to professionals and the public as well as to the Gallaudet community will be greatly expanded. Funding is requested also for repairs and renovations to residence halls.

Operations

Model Secondary School for the Deaf

	1975		1976		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel compensation and benefits..................	167	$2,881,000	212	$3,475,000	+45	$+592,000
Other expenses..................	---	1,562,000	---	1,859,000	---	+297,000
Total.....................	167	4,445,000	212	5,334,000	+45	+889,000

Narrative

The 1976 budget estimate for MSSD represents an increase of $889,000 and 45 new positions over the 1975 appropriation. A distribution of these funds and positions is illustrated below:

Instructional Services........	84	$1,688,000	104	$1,963,000	+20	$+275,000
Curriculum Development/ Media Services...............	32	771,000	39	896,000	+ 7	+125,000
Research and Evaluation.......	12	225,000	13	249,000	+ 1	+ 24,000
Developmental Education.......	17	325,000	32	475,000	+15	+150,000
Central Administration........	22	1,416,000	24	1,751,000	+ 2	+315,000
Total........................	167	4,445,000	212	5,334,000	+45	+889,000

1. Instructional Services: $275,000 ($76,000 faculty payraise; $181,000 new positions; $18,000 other expenses) Funds are requested in support of the development of 30 new mini-courses to increase the range, comprehensiveness and options within the instructional program; complete the development of 90 courses in 15 academic areas in response to the increase in enrollment of 75 students; continued development of a complete individualized program for each student; and support of other functions including the transfer of operations, personnel and equipment to the new facility; the development of a communications profile for use in prescribing individualized instruction, and the refinement of a 12-month instructional program.

2. Curriculum Development/Media Services: $125,000 ($28,000 faculty payraise; $73,000 new positions; $24,000 other expenses) Funds are requested in support of the design of performance-based curricula; the establishment of cooperative programs in the learning resource center services; an increase in television captioning; the expansion of computer software programs for instructional and non-instructional uses; the increase of instructional materials collections; the expansion of media production services; and the development of a computerized scheduling program.

3. Research and Evaluation: $24,000 ($11,000 faculty payraise; $13,000 new positions) Funds are requested in support of the validation of language development measures; a follow-up of a study of graduates; a study of the effectiveness of admissions criteria in predicting academic success; an analysis of individual student achievement; and other activities including the evaluation of the mini-school experiment, the analysis of individual student achievement, and the evaluation of the intersession curriculum.

4. Developmental Education: $150,000 ($15,000 faculty payraise; $129,000 new positions; $6,000 other expenses) Funds are requested in support of the development of 10 pre-vocational courses for use in the shop areas of the new facility; integration of the Deaf Awareness Program within the residence program; implementation of a career education program; establishment of working relationships with major medical, social, and other community service agencies; acquisition of additional resident advisors necessitated by increased enrollment; and support for other activities incident to increased enrollment such as transfer to the new facility, provision for group home placements; recruitment of new students, preparation of a handbook for individualized instruction, and the establishment of an indirect program of educational, social and recreational activities.

5. Central Administration: $315,000 ($20,000 faculty payraise; $29,000 new positions; $266,000 other expenses) Funds are requested in support of a comprehensive operations and maintenance program for the newly constructed MSSD facilities; the implementation of fiscal management planning and evaluation systems; the refinement of computer-based accounting systems; the completion and implementation of an organizational decision-making model; the refinement of a management-by-objectives model as part of the decision-making model; and the expansion of general administrative activities necessitated by increased enrollment, such as staff evaluation, staff development and public information.

Operations

Kendall Demonstration Elementary School

	1975		1976		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel compensation and benefits	98	$1,793,000	98	$1,979,000	---	$+186,000
Other expenses	--	619,000	--	712,000	---	+93,000
Total	98	2,412,000	98	2,691,000	---	+279,000

Narrative:

The 1976 budget estimate for Kendall represents an increase of $279,000 over the 1975 appropriation. A distribution of these funds is illustrated below:

Instructional Division	62	$1,254,000	62	$1,381,000	---	$+127,000
Student and Family Services	18	469,000	18	558,000	---	+89,000
Instructional Design and Evaluation	10	179,000	10	207,000	---	+28,000
General Administration	8	510,000	8	545,000	---	+35,000
Total	98	2,412,000	98	2,691,000	---	+279,000

1. Instructional Division: $127,000 ($67,000 faculty payraise; $60,000 other expenses). In 1976, enrollment in the primary and elementary programs will be increased by at least 20 percent. A student aid account will be established to allow students to benefit from various educational experiences outside the school.

2. Student and Family Services: $89,000 ($19,000 faculty payraise; $70,000 other expenses). In 1976, Student and Family Services will establish working relationships with all major agencies in the National Capital region. A complete medical file on each child will be developed and at least 50 percent of the students will undergo complete medical examinations leading to corrective therapy as required. A psychological assessment of each student will be completed. Home visits by social workers and basic family education services will be expanded to enable families to better cope with their deaf child. Hearing aids and parts will be provided for needy students. Student counseling services will also be expanded.

3. Instructional Design and Evaluation: $28,000 ($10,000 faculty payraise; $18,000 other expenses). In 1976, a study of the effectiveness of open-space instruction will be conducted to determine the feasibility of this instructional concept. A program of staff evaluation will be fully implemented to improve staff efficiency, and a model for faculty evaluation will be developed and implemented. Staff training and parent education programs will be evaluated. Dissemination visits to other schools and programs will be conducted as part of the activities of a "Demonstration" school.

4. General Administration: $35,000 ($8,000 faculty payraise; $27,000 other expenses) In 1976, the Division of Administration will complete and implement a management-by-objectives model. Support is also requested for tuition and travel for the training of administrators. The Kendall administration will also implement design-making models and will participate in the campus-wide program of assistance to faculty and staff wishing to continue their education.

Construction

	1975		1976		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
Other expenses...............	---	$18,231,000	---	$ 2,255,000	---	$-15,976,000
Total....................	---	18,231,000	---	2,255,000	---	-15,976,000

Narrative:

The 1976 budget request for construction is $2,255,000--distribution is as follows:

(a)	Planning of the learning center.	$ 450,000

This facility will be the hub of the learning process for the College. It will be designed to expand the degree and quality of use of technological aids to education, the accessibility of innovative instructional and learning materials, and the capability for productive dissemination of methods and results. The learning center will complement and extend MSSD and KDES capabilities through shared resources and services wherever possible. It will further the transition to methods, materials and equipment for the instructional process at Gallaudet College in keeping with the expanding state of the art.

(b)	Connection of existing buildings to the central cooling plant.	$ 215,000

Funds are requested for the connection of eight buildings (Hughes Auditorium, Gallaudet Library, Student Union Building, Mary Thornberry Building, Washburn Arts Building, Clerc Hall, Krug Hall, and Cogswell Hall) to the central cooling plant. The completion of the central cooling plant in the fall of 1975 should be followed immediately by a conversion to the central system in all buildings which now have individually centralized air-conditioning equipment. This requires installation of exchange and control equipment and connection to the cooling lines of the new system. In those of the seven buildings in which the present equipment appears to have appreciable remaining usable life, arrangements will be made to retain it for standby use.

(c)	Planning and construction associated with removal of food service facilities from the Student Union Building, and conversion of this building for effective use in accord with the new Physical Plant Master Plan.	$ 275,000

(c) The Student Union Building is the center of activity for the campus community. As space becomes available in the building due to the transfer of the food service to a new structure, it is essential that the College provide for the effective utilization of this space and make changes in the remainder of the building needed for most effective overall use. This is particularly significant because the College is moving toward a broader student union concept which will bring about greater interaction among all elements of the campus community. Plans for the building will be flexible enough to allow for both large and small group activity planning and programming. Care will be taken to insure that there is provision for flexible space useful for both existing and future programs of the Student Union. The remodeled building will include areas for study, social functions, recreation, creative art activities, conferences, bookstore, student banking service, post office, office space for the student body government, and work space for student publications.

(d) Streets and roads, planning and construction $ 485,000

Funds are requested for the construction and rebuilding of streets, roads, and sidewalks to facilitate adequate circulation within the campus, as specified in the Master Plan. These funds will also provide for elimination of architectural barriers for the handicapped in existing buildings not scheduled for major renovation and modification.

(e) Planning of the field house. $ 180,000

Because deaf students have limited use of the recreational activities available to hearing persons (movies, television, radio, music), they make correspondingly greater use of sports, physical culture, and other physically-oriented forms of recreation. Gallaudet College needs to furnish approximately twice the usual per-student space in physical education and recreation facilities. The College is now squeezing its activities into a physical education facility designed for 750 students in a hearing college. The facility for which funds are requested will expand the capacity enrollment to 1,500 undergraduate and 300 graduate students as provided in the Master Plan. It will also function as an auditorium for activities for which the Hughes Theater (capacity 750) is inadequate.

(f) Planning of a fifth residence hall. $ 450,000

An enrollment increase of 225 deaf students beginning in 1976 will necessitate this residence hall by 1979. Construction funds will be required in 1977 to accomplish this objective.

Table I

Total Enrollment for Fall Semester

Persons Served

Fiscal Year 1974, 1975, and 1976

	1974 Actual	1975 Estimate	1976 Estimate
College:			
Undergraduate [1]	981	985	1,002
Graduate [2]	192	205	220
Continuing Education [3]	1,258	1,288	1,320
Sign Language Program [3]	1,010	1,081	1,156
Total	3,441	3,559	3,698
Model Secondary School	119	125	200
Kendall Demonstration Elementary School [4]	163	175	200
Total	3,723	3,859	4,098

1. Full-time equivalent, computed as number of full-time students plus 1/3 of part-time students.

2. Total enrollments, fall semester, including special and part-time. Full-time equivalent would be about 75% of these figures.

3. Total course enrollments, counting each person once for each course in which he or she enrolls.

4. Including preschool.

Table II
Analysis of Financing

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	1974 Actual	1975 Actual	1976 Estimate
Non-Federal Income:			
1. Tuition	$ 517,000	$ 517,000	$ 527,000
2. Other Services	30,000	30,000	30,000
3. Auxiliary Enterprises	1,067,000	1,131,000	1,273,000
Total Non-Federal	1,614,000	1,678,000	1,830,000
Federal Appropriations:			
College	9,027,000	10,507,000	12,155,000
Model Secondary School	4,025,000	4,445,000	5,334,000
Kendall Elementary School	2,010,000	2,412,000	2,691,000
Construction	—	18,231,000	2,255,000
Total Appropriations	15,062,000	35,595,000	22,435,000
Total Financing	16,676,000	37,273,000	24,265,000

SPECIAL INSTITUTIONS

Gallaudet College

Program Purpose and Accomplishments

Activity: Operations - College

1975			1976	
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
549	$10,507,000	Indefinite	598	$11,155,000

Purpose: As stated in the Gallaudet College Master Plan Summary dated July 1, 1973, "The mission of Gallaudet College is to serve deaf persons through the provision of appropriately designed educational opportunities; through the training of teachers and other professionals; and through its strategic position as the capstone of educational opportunity for the deaf, to provide a maximum of leadership, inspiration, and exemplary service to institutions, organizations, and individuals serving the deaf."

Accomplishments 1974-1975: In 1974 and 1975, all components of the College continued to refine and implement many of the objectives stated in the Program Master Plan developed in 1973. A campus-wide research plan was formulated and refined. In 1975, a new physical plant master plan based upon the Program Master Plan was completed. This will enable the College to provide the most effective use of its land area and physical resources. The College's Affirmative Action Plan was implemented as another step in providing upward mobility for Gallaudet employees. Significantly improved services in the areas of counseling, placement and health services were made available and utilized by the student body. The Center for Continuing Education experienced significant growth, achieving an enrollment goal of 20 percent of the estimated 1,000 deaf adults in the Washington metropolitan area.

Objectives 1976: In 1976, the College will expand and improve its contribution to deaf education in the areas of student development, professional development, research, public service and stewardship. Of primary importance in 1976 is the area of student development, where a concerted attack will be made on the language deficiency problem.

Other activities in 1976 include enlarging the pool and raising the level of competence of persons working with and for the deaf; a sharper focus on research reflecting a climate of concern for all deaf individuals; a coordinated program of service on a local, national, and international basis to those publics where needs are acute in the areas of deafness and the education of the deaf; and the provision of management structures intentionally designed to mobilize and direct effectively the resources available to the College.

SPECIAL INSTITUTIONS

Gallaudet College

Program Purpose and Accomplishments

Activity: Operations - Model Secondary School for the Deaf

1975		1976		
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
167	$4.445,000	Indefinite	212	$5,334,000

Program: In accordance with Public Law 89-694, an agreement between the Department of Health, Education, and Welfare and Gallaudet College was signed on May 16, 1969, authorizing the establishment, construction, equipping, and operation of a Model Secondary School for the Deaf (MSSD) to be located on the campus of Gallaudet College.

Purpose: The legislative mandate reflected within the public law assigns the MSSD the interrelated goals of: (a) serving as a laboratory for educational experimentation and change by developing and validating innovative management and instructional models designed to prepare deaf adolescents for post-secondary and/or vocational pursuits and to provide deaf adolescents with the skills necessary to become effective members of the society; and (b) disseminating working models throughout the field of education of the deaf in order to have an impact upon the education of the more than 60,000 deaf students in schools and programs, their parents and the 10,000 professional persons in education of the deaf and related disciplines.

Accomplishments 1974-1975: In 1974 and 1975, the MSSD devoted most of its resources to the development and testing of curricular materials, staff development and evaluation programs, and special diagnostic and career development materials in preparation for major program expansion when the new facility is occupied in 1976.

Objectives 1976: In 1976, the MSSD will implement earlier developed programs and procedures in the new academic complex. Transfer of operations, personnel and equipment to the new facility will be a major undertaking. New courses will be developed and tested, and instructional media services will be expanded in anticipation of increasing enrollments. Residence programs and an indirect program of educational, social and recreational activities will be implemented for the enlarged student body.

Of major importance to the MSSD in 1976 is the smooth transition from the present temporary facilities to the new facility, the recruitment of competent additional faculty and the implementation of programs to enhance the educational experience of deaf persons at the secondary level.

SPECIAL INSTITUTIONS

Gallaudet College

Program Purpose and Accomplishments

Activity: Operations - Kendall Demonstration Elementary School

1975		1976		
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
98	$2,412,000	Indefinite	98	$2,691,000

Program: The Kendall Demonstration Elementary School (KDES), under Public Law 91-587, operates as a national model elementary school for the deaf. Its instructional program involves provision of learning activities and on-site instruction for 150 children, through age 15. Other areas of instructional programming include arts and crafts, physical education, career education, learning resources center, library, media, and programmed instruction. The supportive services program involves services to students, families, and instructional personnel in the areas of social service, family education, speech therapy, audiology, student counseling, learning diagnosis and disability, pediatrics, otolaryngology, ophthalmology, and the school health clinic. The design and evaluation component includes clinical and technical design and development, and dissemination and evaluation.

Purpose: The purpose of KDES is to create a learning environment which stimulates a child's thinking, his curiosity for exploring situations, and his ability to discover solutions to problems. The students' experiences in the school environment and program are related to ever-expanding opportunities for living meaningful and productive lives. The school is further committed to provide services which are designed to support, supplement, and enhance the direct instructional experiences of the student. As a model school, KDES is also charged with the task of developing new programs and/or identifying existing programs that have yet to be tried with the deaf, and evaluate them, with the goal of disseminating the findings to other schools and programs in the education of the deaf.

Accomplishments 1974-75: In 1974-75, KDES finalized the architectural specifications for a new facility; evaluated administrative reorganization; developed a management-by-objectives approach; defined the role of all positions; placed 24 students into MSSD; assumed responsibility for the Preschool program; maintained evaluation of the open-space program; planned a career education program; developed a program for staff development activities; provided orientation to families; initiated a foster home program; expanded audiological and otolaryngological evaluations to the Preschool population; established a dissemination system; implemented Program Evaluation Review Technique (PERT) and developed students' progress forms.

Objectives 1976: In 1976, the KDES will complete and implement a management-by-objectives (MBO) model; continue participation in American Association of School Administrators (AASA) Academy programs; establish working relationships will all major agencies in the Washington, D.C. area; develop a complete medical file on each child; complete psychological assessment on each student; expand home visits by social workers; expand the basic family education services; evaluate the staff training and parent education programs; and initiate dissemination visits to other schools and programs.

SPECIAL INSTITUTIONS

Gallaudet College

Program Purpose and Accomplishments

Activity: Construction

1975		1976		
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
---	$18,231,000	Indefinite	---	$2,255,600

Purpose: The purpose of this activity is to provide for continuing development of facilities in accord with program plans and objectives of the College, the Model Secondary School, and Kendall Demonstration School as delineated in the Program Master Plan and in the Facilities Master Plan.

Accomplishments in 1974-75: In 1974, construction was begun on the Model Secondary School for the Deaf academic facility and the facilities to be shared by the College, the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School (central heating and cooling plant, central services and maintenance, food services and health services). These buildings will be completed early in 1976. During 1975, construction of the MSSD academic facility and the shared facilities reached 80 percent completion and construction was begun on two MSSD residence halls and on a new College residence hall.

Objectives for 1976: The additional funds requested for the College will provide for the planning of the learning center; the connection of existing buildings to the central cooling plant completed in the fall of 1975; planning and construction associated with removal of food service facilities from the Student Union Building, and conversion of this building for effective use in accord with the new Physical Plant Master Plan; the planning and construction of streets and roads; the planning of the field house; and the planning of a fifth residence hall.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

SPECIAL INSTITUTIONS

Gallaudet College

Amounts Available for Obligations

	1976 Interim Period
Appropriation	$5,606,000
Receipts and reimbursements from non-Federal sources	459,000
Total obligations	6,063,000

Obligations by Activity

	1976 Interim Period	
	Pos.	Amount
Operations:		
(a) College	5	$3,739,000
(b) Model Secondary School for the Deaf	---	1,572,000
(c) Kendall Demonstration Elementary School	7	752,000
Total obligations	12	6,063,000

Obligations by Object

Grants, subsidies and contributions	$6,063,000

Narrative

Estimates for the three-month interim period--$5,209,000--are based on one-fourth of Gallaudet College's 1976 budget estimate, plus an additional $397,000 for twelve new faculty ($55,000); faculty pay raise ($291,000); utilities ($43,000 and food and transportation ($8,000).

The purpose of this request is to permit Gallaudet to augment its academic program activities during the interim period to take care of built-in cost increases and program expansion related to anticipated Fall enrollment increases.

TUESDAY, MARCH 18, 1975.

HOWARD UNIVERSITY

WITNESSES

DR. JAMES E. CHEEK, PRESIDENT OF THE UNIVERSITY
DR. CASPA L. HARRIS, JR., VICE PRESIDENT FOR BUSINESS AND FISCAL AFFAIRS AND TREASURER
DR. CARLTON P. ALEXIS, VICE PRESIDENT FOR HEALTH AFFAIRS
DR. LORRAINE WILLIAMS, ACTING VICE PRESIDENT FOR ACADEMIC AFFAIRS
DR. ROGER D. ESTEP, VICE PRESIDENT FOR DEVELOPMENT AND UNIVERSITY RELATIONS
DR. CHARLES S. IRELAND, HOSPITAL DIRECTOR, FREEDMEN'S HOSPITAL
MRS. DOROTHY H. BAYEN, BUDGET DIRECTOR
AUGUSTUS L. PALMER, ASSISTANT TREASURER, HOWARD UNIVERSITY AND FINANCIAL DIRECTOR, FREEDMEN'S HOSPITAL
CHARLES MILLER, DEPUTY ASSISTANT SECRETARY, COMPTROLLER

Mr. NATCHER. We take up next Howard University.

We have before the committee Dr. James E. Cheek, president of the university. Dr. Cheek, it's always a pleasure to have you appear before our committee. You have with you certain of your associates that you will want to present to the committee.

Dr. CHEEK. Mr. Chairman, with me today are Dr. Caspa Harris, vice president for business and fiscal affairs and treasurer; Dr. Carlton Alexis, vice president for health affairs; Dr. Lorraine Williams, acting vice president for academic affairs; Dr. Roger Estep, vice president for development and university relations; Dr. Charles Ireland, hospital director, Freedmen's Hospital; Mrs. Dorothy Bayen, budget director; Mr. Augustus Palmer, assistant treasurer, Howard University, and financial director, Freedmen's Hospital; and Mr. Charles Miller, deputy assistant secretary-comptroller.

Mr. NATCHER. We are delighted to have all of you appear at this time.

Dr. Cheek, we have examined your statement. It's not a long statement. With your permission, would you like to have it inserted in the record in its entirety and then proceed with the questions?

Dr. CHEEK. Yes, Mr. Chairman, if that is your pleasure.

Mr. NATCHER. That would help the committee at this time.

[The statement follows:]

BIOGRAPHICAL SKETCH

Name: James E. Cheek; position: president of the university; birthplace and date: Roanoke Rapids, N.C., December 4, 1932.

EDUCATION

Shaw University, 1955, B.A.; Colgate-Rochester Divinity School, 1958, B.D.; Drew University, 1962, Ph. D.

EXPERIENCE

Present, president, Howard University; 1969–69, president, Shaw University, Raleigh, N.C.; 1961–63, assistant professor of New Testament and historical theology, Virginia Union University, Richmond, Va.; 1959–61, instructor in western history, Union Junior College, Cranford, N.J.; 1959–60, teaching assistant in historical theology, Drew Theological School, Madison, N.J.

ASSOCIATION MEMBERSHIPS

Board of directors: National Council on Educating the Disadvantaged; the Fund for Theological Education; National Association for Equal Opportunity in Higher Education; Joint Center for Political Studies; International African Chamber of Commerce; the First National Bank of Washington.

Board of trustees: the University of Miami; Drew University; Colgate-Rochester Divinity School; International Council for Educational Development; the Fund for Peace; Institute of International Education (honorary); Middle States Association of Colleges and Secondary Schools.

HONORS AND RECOGNITIONS

Doctor of humanities, Shaw University, 1970; doctor of humane letters, Trinity College, 1970; doctor of laws, A. & T. State University, 1971; doctor of laws, Drew University, 1971; honoris causa, l'Universite d'Etat d'Haiti, 1972; doctor of laws, Delaware State College, 1972; doctor of education, Providence College, 1972.

PREPARED STATEMENT

Mr. Chairman and members of the committee, on behalf of the faculty, staff, and students of Howard University I express to the committee sincere appreciation for the assistance provided our institution in the past, and I thank you for allowing me the privilege to present the university's budget request for fiscal year 1976.

The university is requesting $84,158,000 in appropriated funds as partial support for the three components of its budget as follows: $54,559,000 for partial support of the academic program, $19,559,000 for partial support of Freedmen's Hospital operations, and $10,000,000 in new construction authority.

The academic program component of our budget includes a requested increase of $4,805,000, representing $1,800,000 for faculty salary increases averaging 6 percent which is in line with salary increases proposed by the American Association of University Professors, (AAUP). We are also requesting $200,000 as partial support of our retirement program and $450,000 for the university's library system. The remainder, $2,355,000, to be allocated among the schools and colleges to assist in meeting some of the more pressing needs for faculty, supporting staff, supplies, and equipment as cited by accrediting agencies as well as the Office of Education in its various annual reports. The university proposes in 1976 to correct as many academic deficiencies as possible within its budget during this period of inflation and high energy costs.

The construction portion of our request is composed of five projects and does not include new construction. We are requesting $4,000,000 for partial payment and renovation of the Dunbarton College campus; $3,000,000 for partial renovation of the old Freedmen's Hospital buildings that are expected to be converted to academic use; $1,000,000 for the renovation of the powerplant smokestack in accordance with regulations of the Environmental Protection Agency; $1,000,000 for the acquisition and renovation of property currently under lease for the use of the School of Business and Public Administration; and $1,000,000 for renovations and repairs in other campus buildings to conform with regulations of the District of Columbia Housing Codes.

This year, no additional Federal funds are requested for the operation of Freedmen's Hospital.

Mr. Chairman, I shall be happy to answer any questions related to our 1976 budget request and the programs of the university.

Again, I thank you and the committee members for your assistance and support of our needs.

ENROLLMENT

Mr. NATCHER. Dr. Cheek, I note that you are projecting an enrollment next year of 10,502 students. Is this your gross enrollment, or is it a full-time equivalent?

Dr. Cheek. Mr. Chairman, it is the gross enrollment.

Mr. Natcher. Last year you told us that you are planning for an increase over a 10-year period to 20,000 students or a full-time equivalent of 17,500. Do you still regard this as a desirable objective?

Dr. Cheek. Mr. Chairman, we are in the process of reexamining that projection in the light of several studies that we have conducted. While it may be a desirable objective, we do not know yet whether it will be an objective that we will continue to pursue. It does remain, however, our planning target in terms of projecting fiscal and facility needs and those kinds of things over the next 10 years.

Mr. Natcher. Would it be better to stabilize your enrollment and concentrate on improving the quality of your program rather than increasing the number of students?

Dr. Cheek. It is preferable to stabilize the enrollment and insure that we have the necessary facilities to adequately accommodate whatever that enrollment is, as well as the number of faculty to maintain the stable teacher-student ratio.

Mr. Natcher. How much growth in enrollment is projected in the university's master development plan?

Dr. Cheek. The master development plan from the standpoint of its physical aspects is being based on a projected gross enrollment of 20,000 students. Experts in higher educational planning for physical facilities recommend that you have a planning target that is somewhat larger than what you ultimately expect to have.

Mr. Natcher. So you are in the process now of revising your plan generally?

Dr. Cheek. That is right.

LONG-RANGE PLANS

Mr. Natcher. How are the university's long-range plans formulated and who approves of them, Dr. Cheek?

Dr. Cheek. The long-range plans are formulated in several places at the university. We have a master plan development review committee which is made up of representatives from all of the schools and colleges of the university which deals primarily with matters relating to physical facilities planning, including land acquisition as well as buildings.

Fiscal planning is done in the office of development and university relations in conjunction with the office of the vice president for business and fiscal affairs. Of course, hospital planning is done under the direction of the vice president for health affairs.

All of these plans are reviewed by the president's office and by the president's cabinet as a whole and then are submitted to committees of the board of trustees. We have a budget committee of the board of trustees. We have a development and planning committee of the board and we have a finance committee. Then ultimately these plans are submitted to the full board of trustees for final approval.

Mr. Natcher. Mr. Michel, I yield to you.

Mr. Michel. I will be glad to yield to Mr. Shriver at this point.

Mr. Natcher. Go ahead, Mr. Shriver.

CONSTRUCTION

Mr. SHRIVER. I would like to discuss this item of construction that you have a request for.

Dr. CHEEK. Yes, sir.

Mr. SHRIVER. You have requested various items within the request. Would you discuss them, please?

Dr. CHEEK. We are requesting a total of $10 million in what we call construction. It's a sort of misnomer. It really should be better styled physical facilities development because it's really not new construction. We are requesting $4 million for the Dunbarton College campus which, as you recall, the committee approved the university acquiring last year.

Mr. SHRIVER. How much was paid for that?

Dr. CHEEK. $8.3 million.

Mr. SHRIVER. Now you are requesting $4 million?

Dr. CHEEK. We are paying it in installments.

Mr. SHRIVER. How much of that will be for renovation?

Dr. CHEEK. $1 million will be for renovations; $1 million will be for the assumption of notes that are held on two buildings by HEW and HUD; $1 million on the first trust note is due to the original owners; and $1 million for the university endowment fund reimbursement.

Mr. SHRIVER. You have some money requested for renovation of the old hospital.

Dr. CHEEK. Yes. The old hospital area is suitable for a time to accommodate some of our critical space needs at the university. We are requesting $3 million to renovate approximately 200,000 square feet.

Mr. SHRIVER. You say for a time. What do you mean by that?

Dr. CHEEK. Mr. Shriver, we projected from 5 to 7 years. It really would depend on the timetable or the schedule that we are allowed to pursue in terms of tearing down portions of that area and erecting entirely new structures. We have a master plan for the utilization of the 11 acres presently occupied by that site, but it is our thinking that at the present time, based on the past 3-year experience, that it's going to be a slow process in terms of getting moneys for new construction. We are talking about from 5 to 7 years. It really could be as long as a period of 10 years.

EPA REQUIREMENTS

Mr. SHRIVER. What is the requirement that the EPA has made?

Dr. CHEEK. The Environmental Protection Agency has notified us that we are not in compliance with the requirements for the control of air pollution coming from the university's smokestack. They have already sent us an abatement order and required us, just about a month and a half ago, to let a contract for the renovation of the smokestack to bring it into compliance. We indicated that we could not do that because, first of all, we didn't have the funds available and that we were requesting the funds and they were pending before this committee. We have been allowed to do some interim adjustments on the assumption that we would do the permanent construction if and when the Congress approves the request that we have in here.

Mr. MICHEL. Will you yield at that point before you leave that item?

What is EPA really requiring you to do to the smokestack?

Dr. CHEEK. I will ask the vice president here to answer that.

Mr. HARRIS. They are really requiring us to stop sulfur fumes, as they say, from coming out. As I understand it from my engineers, it is to install things that they call rheostats within the smokestack that in turn would burn out some of the sulfur. We are using a "number 6" fuel oil that most schools use. They say this is polluting the air. On an interim basis only, they withdrew the abatement order, provided we use a number 2 fuel oil, which is supposed to have less sulfur content. The problem that we are faced with is that it's 5 cents a gallon higher. We do burn quite a bit of oil in the powerplant.

Mr. MICHEL. You don't burn any coal?

Mr. HARRIS. No. It's all oil.

Mr. MICHEL. I know we can't prolong the record, but would you please put in whatever detail you can on the specific technical requirements there. Some of these things that are required now are going to be obsolete next year. It's absolutely ridiculous with the way we are moving in this field to do the things we are doing when there is going to be a call for more again. The actions now being required are going to be obsolete before we know it. I would appreciate your providing us with the technical requirements so I have something to put my teeth into.

Dr. CHEEK. Mr. Michel, how much detail would you like?

Mr. MICHEL. Be reasonable. I can always call for additional information, but put in enough so that some of the technical terminology is in it.

Mr. HARRIS. I have an abatement order, a copy of which I can give you for the record.

[The information follows:]

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
DEPARTMENT OF ENVIRONMENTAL SERVICES,
Washington, D.C., January 14, 1975.

Dr. JAMES E. CHEEK,
President, Howard University,
Washington, D.C.

DEAR DR. CHEEK: The United States Environmental Protection Agency did not approve the air pollution compliance schedule submitted by Howard University because the format was not acceptable to them. Therefore, the attached air pollution order is being issued.

If you have any questions or if we may be of any assistance, please contact Mr. A. Padmanabha or Mr. V. Ramadass of our Bureau of Air and Water Quality Control. We would appreciate if you would send them copies of any material submitted pursuant to the order. Their mailing address is:

Engineering and Planning Division,
Bureau of Air and Water Quality Control,
Environmental Health Administration,
Department of Environmental Services,
614 H Street, NW., Room LL-3,
Washington, D.C. 20001.

Their telephone number is (202) 629-4606.

Sincerely,

WILLIAM C. MCKINNEY,
Director.

Enclosure: Order No. 16.

GOVERNMENT OF THE DISTRICT OF COLUMBIA,
DEPARTMENT OF ENVIRONMENTAL SERVICES,
Washington, D.C.

ORDER TO ABATE AIR POLLUTION—ORDER NO. 16

To: Howard University, 2400 Sixth Street NW., Washington, D.C. 20059.
Attention: Dr. James E. Cheek, President.

Pursuant to the requirements of subsection (b) of section 8-2:720 of the District of Columbia Air Quality Control Regulations, Howard University has submitted to this Department a plan for bringing its boilers Nos. 1, 2, 3, and 4 into compliance with section 8-2:708 of the said regulations. The schedule has been reviewed by this Department. Therefore, in accordance with the authority delegated to me pursuant to Commissioner's Order 73-166 dated July 6, 1973 and by sections 8-2:717, 8-2:718, 8-2:720, and 8-2:723 of the District of Columbia Air Quality Control Regulations, the compliance plans of Howard University are hereby approved subject to the condition below:

That, Howard University, its successors and assigns shall, on or before the following dates perform the following:

1. January 20, 1975.—Determine the particulate matter emission characteristics of the said boilers in order to select appropriate control techniques. Submit a detailed report on such determination to the Department of Environmental Services, room 309, 415 12th Street, NW., Washington, D.C. 20004. The determination can be made by stack sampling or by other means approved by this Department.

2. January 24, 1975.—Submit to the Department of Environmental Services, a listing of units which will require installation of emission control devices, or other hardware modifications before compliance can be achieved.

3. January 30, 1975.—Submit to the Department of Environmental Services, a control plan describing in detail the control techniques to be utilized to bring the boilers identified under (2) into compliance.

4. February 21, 1975.—Award contract for appropriate modifications, or emission control systems.

5. March 8, 1975.—Begin on-site construction.

6. May 16, 1975.—Complete on-site construction.

7. On and after May 31, 1975[1].—Operate in compliance with section 8-2:708 of the said regulation.

Compliance with the foregoing order shall be obtained in a manner that will not violate the environmental laws and regulations of the District of Columbia or of the United States of America.

Ordered this 14th day of January 1975.

WILLIAM C. MCKINNEY,
Director, Department of Environmental Services.

Mr. MICHEL. Then give a little exposition of what you have to do to comply.

Dr. HARRIS. In 1972, Howard University was notified by the government of the District of Columbia, Department of Environmental Services that we were required to provide to that office a plan for bringing our boilers into compliance with regulations of the District of Columbia air quality control. The university submitted an air pollution compliance schedule in 1972 and also notified the Department of Environmental Services that we were in the process of complete renovation of our powerplant to replace existing boilers in order to provide the necessary steam heat to the new university teaching hospital. The university compliance schedule was discussed by representatives of the Bureau of Air and Water Quality Control with the director of physical plant on the telephone in several conversations as to its timing, and other related matters therein. At no time, however, was the university notified that the air pollution compliance schedule was not acceptable.

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[1] The attainment date of May 31, 1975, is a part of the implementation plan of the District of Columbia (see. 8-2:720). The U.S. Environmental Protection Agency has taken the position that it will not permit extensions for compliance with standards beyond the attainment date.

Howard University was notified on January 14, 1975, by certified mail that the air pollution compliance schedule format was not acceptable. At the same time, the university was mandated by Order No. 16 to submit to a new compliance schedule.

The president of Howard University on January 17, 1975, wrote to Mr. William C. McKinney, Director, Department of Environmental Services the following reply:

[The information follows:]

HOWARD UNIVERSITY,
OFFICE OF THE PRESIDENT,
Washington, D.C., January 17, 1975.

MR. WILLIAM C. MCKINNEY,
Director, Department of Environmental Services,
Washington, D.C.

DEAR MR. MCKINNEY: I acknowledge receipt of your letter of January 14, 1975, concerning the air pollution compliance schedule submitted to Howard University. I was sorry to learn that it has not been accepted by your agency.

I have been advised by Dr. Caspa L. Harris, Jr., vice president for business and fiscal affairs, that the university cannot comply with the proposed dates as established under Order No. 16 to abate air pollution. Dr. Harris informed me that the Monday deadline date (January 20, 1975) to submit a detailed report on determination of our boilers in order to select appropriate control techniques is not only unreasonable, but cannot be complied with since the construction project is incomplete and the equipment is not operational at this time. The other dates, as stated in your order, obviously cannot be completed with until such time as the boilers have been constructed and installed.

The university fully proposes to comply with the regulations of the air pollution board in every respect and is seeking an opportunity to meet with members of your staff in order that we may jointly move forward with a realistic schedule in meeting all requirements of the compliance schedule.

The university does not feel that this is an arbitrary or capricious request since we filed an air pollution compliance schedule with your agency almost 1 year ago and this is the first time that we have been informed that it has not-been approved. In addition thereto, we have included in our 1976 Federal appropriation request to the Congress sufficient funds to fully comply with the air pollution compliance order. As you are aware, the 1976 Federal appropriation will not allow expenditure of funds until such time as they have been approved by the Congress and signed into law by the President of the United States.

The university is, of course, prepared to ask the Congress for a supplemental appropriation to speed up its processes in appropriating these funds if required to do so by your agency before approval of the 1976 Federal appropriation. In this regard, however, we are hoping that it will not be necessary since it would require extensive hearings by the House of Representatives and the U.S. Senate Appropriation Committees to fully justify the acquisition of these funds outside of the normal budgetary process.

I shall ask Dr. Harris to contact your office immediately for an appointment and hopefully some reasonable order of complying with this new law can be accomplished to the satisfaction of both parties.

Sincerely yours,

JAMES E. CHEEK, *President.*

Dr. HARRIS. I, along with the director of physical plant, Mr. Joseph Miller, visited the Department of Environmental Services several days later and discussed in detail the requirements of the abatement order. Finally, Mr. Stuart Romanow, sanitary engineer, Bureau of Air and Water Quality Control agreed that Howard would be in basic compliance with the Air and Water Quality Act if we used No. 2 fuel oil and discontinued burning No. 6 fuel oil until such time as the University could acquire the necessary funds to make the adjustment in its powerplant smokestack.

Mr. Shriver. Other than construction, and that isn't an increase, where is your principal increase in requests for appropriations this year over last year?

FACULTY SALARY

Dr. Cheek. In terms of a line item, the principal increase is for faculty salaries.

Mr. Shriver. Is that a percentage increase?

Dr. Cheek. The way that it is formulated it is 6 percent of our current salaries.

Mr. Shriver. Mr. Chairman, thank you. I have used my 5 minutes.

NEW TEACHING HOSPITAL

Mr. Natcher. Dr. Cheek, let's turn next to Freeman's Hospital. Will the new Howard University teaching hospital be fully operational in fiscal year 1976?

Dr. Cheek. It will be. It's our plan for it to be, Mr. Chairman.

Mr. Natcher. From your justifications, it would appear that the total annual cost of operating the hospital in fiscal year 1976 will be $32,755,000, of which $19,599,000 will be provided by a direct Federal appropriation. Are these figures correct?

Dr. Cheek. Yes; they are.

Mr. Natcher. If so, why should the Federal Government be paying 60 percent of the operating costs of the hospital? How do you explain that, Dr. Cheek?

Dr. Cheek. I am going to ask the vice president for health affairs to elaborate on that. When the legislation was passed authorizing the construction of the hospital, to my recollection, I think it indicated that we would continue to receive for a period of 2 years direct support from the Federal Government and that the president of the university would be required to submit to the Congress through HEW a plan in which the university planned to have the hospital more self-sufficient. Is that correct?

Mr. Alexis. No.

Dr. Cheek. It's not correct. I wasn't here when that was done, so I am relying upon my memory that has no validity. Dr. Alexis, why don't you respond?

Mr. Natcher. In answering this question, if you will, Dr. Alexis, also tell the committee why a larger share of the hospital's operating cost shouldn't come from private health insurance, medicare and medicaid? Go right ahead now.

Dr. Alexis. In terms of the species of the transfer Act, the language as I recall it dealt with a greater degree of self-support after construction with a plan to be presented 2 years after occupancy. Our current timetable speaks for occupancy in the middle of April, in another 4 or 5 weeks. So that, as we gain an experience in terms of what our costs are for operating that hospital, as we gain some experience in terms of what our census will be, in terms of what our outpatient activities will be like, we would be in a more meaningful position in terms of giving data for self-support or greater self-support.

Our current position, Mr. Natcher, as you probably know, is one of patient mix that consists in part of people with such third-party insurance as Blue Cross-Blue Shield, Aetna, and such other companies, and in addition medicare and medicaid patients. Unfortunately for us, we carry a disproportionately heavy load of patients in the District of Columbia who fall under the category of medical charities. It is a program that does not meet our per diem costs. It represents at the present time serious drains on our financial resources.

A greater degree of self-sufficiency can come about if, indeed, we develop a shift in our patient mix toward more Blue Cross-Blue Shield and Aetna, toward more medicare and more medicaid with a decrease in medical charity patients.

We are hopeful that with new facility that offers a wider range of diagnostic possibilities, and certainly much more in terms of privacy and patient comfort, that we will indeed attract more of the full-paying patient and thus drop that 60-percent figure, that you alluded to, to a much more reasonable figure.

Mr. **Natcher**. This is a magnificent structure. It's beautiful. What defects do you find in it? Are you well pleased with the structure generally?

Dr. **Alexis**. I am quite, sir.

AVERAGE COST PER PATIENT DAY

Mr. **Natcher**. I am glad to hear it. It's a magnificent building, I think. What is the hospital's average cost per patient day? Give us that, please.

Dr. **Alexis**. $171 per day.

Mr. **Natcher**. What are the comparable costs per patient day at Georgetown, George Washington, and D.C. General? If you don't have it, you might want to insert it in the record.

Dr. **Alexis**. All right. Georgetown is $171.06. George Washington is $121.77, but it's calculated differently in that it does not include ancillary operations, such as laboratory, X-ray, and that type of thing, so it's not really a comparable figure. The D.C. General data I do not have, but I will be glad to try and obtain it and insert it in the record.

[The information follows:]

The comparable cost per patient day at D.C. General Hospital is $127.01.

CHARGES FOR PATIENT SERVICES

Mr. **Natcher**. How do your charges for services compare with George Washington University Hospital and Georgetown in the following areas: Let's take up first a semiprivate room. Give us some comparisons as far as George Washington and Georgetown in a semiprivate room, for instance.

Dr. **Alexis**. At Georgetown, a range of $107 is the medium figure for semiprivate. Those are two-patient rooms. In four-patient bedrooms at Georgetown it is $97. At George Washington, a two-patient bedroom is $106 and a four-patient bedroom is $101. The current Freedman's Hospital rates by comparison are two-patient bedrooms at $40 and four-patient bedrooms are $38. Of course, we have an extra category which is five or more beds which represents most of the hospital, and that is $33 a day.

Mr. **Natcher**. As far as intensive care unit is concerned, what can you tell us about that? Give us some comparisons.

Dr. **Alexis.** I will give again two other schools. Intensive care unit charge at George Washington is $250 a day. At Georgetown it is $350 a day. A coronary care unit at George Washington is $270 a day, and at Georgetown it is $350 per day. Our comparable data would be $70 for each of those categories.

Mr. **Natcher.** What about operating room expenses? Do you have any figures thus far?

Dr. **Alexis.** We didn't bring those data with us.

Mr. **Natcher.** You can insert those in the record at this point.

[The information follows:]

Operating room expenses for Georgetown University Hospital is $135 for the first one-half hour and $90 for each additional half-hour or fraction thereof. George Washington University Hospital's charges for operating room expenses is $125 for the first one-half hour and $75 for each additional half hour or fraction thereof. Currently, Howard University-Freedmen's Hospital's charges for operating room expenses is $35 for the first one-half hour and $15 for an additional half hour or fraction thereof. Howard University proposes to increase the operating room expenses in the new hospital to $125 for the first one-half hour and $65 for each additional one-half hour or fraction thereof.

PERCENTAGE OF MEDICAID PATIENTS

Mr. **Natcher.** Can you tell us what percentage of your patients in fiscal year 1974 were covered by medicaid? Can you give us some idea as to the percentage? If not, you might want to insert that in the record.

[The information follows:]

According to our records for the 1974 fiscal year approximately 25.7 percent of our patients were covered by medicaid.

PERCENTAGE OF MEDICARE PATIENTS

Mr. **Natcher.** Also insert something in the record on medicare.

[The information follows:]

Our 1974 records indicate that approximately 15.9 percent of our patients were covered by medicare.

PERCENTAGE OF COMMERCIAL INSURANCE POLICIES

Mr. **Natcher.** Give us the Blue Cross and other commercial insurance policies, if you will. Give us that percentage.

[The information follows:]

The records of our hospital show that approximately 25.8 percent of our patients for the 1974 fiscal year were covered by Blue Cross/Blue Shield and other commercial insurance policies.

DISTRICT OF COLUMBIA MEDICAL PATIENTS

Mr. **Natcher.** District of Columbia medical charities and our so-called red card people, if you would insert that in the record for us, please?

[The information follows:]

The records of the hospital show that approximately 7.6 percent of our patients were District of Columbia charities or red card persons.

1974 MEDICAID INCOME

Mr. NATCHER. For the record provide the committee with a table showing how much of your hospital income for 1974 was derived from medicaid. Insert that in the record.

[The information follows:]

Our records indicate that approximately $3,010,799 of the total hospital income for 1974 was derived from medicaid.

1974 MEDICARE INCOME

Mr. NATCHER. Next medicare also.

[The information follows:]

Our records further indicate that approximately $1,370,703 is attribuable to medicare.

1974 COMMERCIAL INSURANCE INCOME

Mr. NATCHER. And next commercial insurance companies, such as Blue Cross and others.

[The information follows:]

The financial records of the hospital indicate that approximately $2,569,902 of patient revenue was derived from Blue Cross/Blue Shield and other commercial insurance.

HOUSE INVESTIGATIONS REPORT

Mr. NATCHER. We have had a little investigation underway out there, Dr. Cheek. You have followed it carefully and I know you want to say something about it to the committee. We asked the committee investigative staff to take a look at the cost of Howard University and compare it with costs at comparable institutions. Have you had an opportunity to review their report, Dr. Cheek?

Dr. CHEEK. Mr. Chairman, I have had an opportunity to review it in what I would call a cursory fashion. We are still in the process of examining the report in some detail. We have already come to some conclusions with respect to it. There are several things about the report that give us concern.

One of the things about which I am concerned is the choice of institutions which were used to compare us with. The introductory section of the report states that we are being compared with institutions of comparable size. Yet, I find that there are three institutions which have enrollments considerably larger than the enrollment at Howard for the fiscal year 1972–73. I refer specifically to Boston University, which has an enrollment in excess of 23,000, New York University with an enrollment in excess of 32,000, and Temple University with an enrollment in excess of 31,000.

In addition to my concern about the choice of schools, with respect to the size, is the inclusion of two institutions in the study which constitute 25 percent of the sample which are institutions under the auspices of the Catholic Church where we know in terms of cost studies contributed services are not included on their books as actual expenditures. So that their expenditures per student or total expenditures would by comparison be low. In any attempt to average these out, they would therefore skew the data.

I am also concerned about the fact that in a number of areas where comparisons are made, not all eight of the institutions were included for comparative purposes. In some instances there were as few as two which were used and at the most there were seven.

I also have a concern about the methodology that was employed in trying to arrive at comparisons with Howard University. I note particularly in the area of what they call nonfaculty salaries, where they compare Howard University's salaries of selected administrative positions with the high, the low, and the average of the institutions. In the sample the high does not represent a high. On the basis of what they stated on page 39 of their report in the last paragraph they went through a rather interesting process in establishing the high. The high is listed there, for example, for the chief executive officer, $60,000, which would give you the impression that that is the high in the total sample. What that represents is the average of the high. The low is actually the average of the low and the average is the average of the average. It's our contention that that is not a valid way to compare any line items because it gives an erroneous impression.

Again, in this particular area not all of the institutions were included throughout. In several places where the comparisons are made where Howard University comes out on the low side, the staff enters a caveat in its report and says, "However, the costs for Howard University are higher than those for George Washington and Georgetown." We raise in our own minds the question of the pertinence of that observation if the comparison is really supposed to be with a larger sample of institutions.

I will be happy to respond to specific questions about the report. I do have some questions about its scientific validity, its utility as a basis for making decisions or arriving at judgments, and there are some problems with cost accounting in higher education as the investigative staff itself recognized and admitted because of the absence of uniformity, of criteria uniformity, and recordkeeping uniformity in a number of areas. There have been commentaries on that problem from a number of sources in higher education and in one of the committees of the Congress wrestling with the problem of cost accounting in higher education.

Mr. NATCHER. We will insert the investigative staff report in the record at this point.

[The report follows:]

NOT FOR RELEASE UNTIL AUTHORIZED BY THE COMMITTEE

March [illegible], 1975

MEMORANDUM FOR THE CHAIRMAN

Re: Howard University
A Cost Comparability Study

By directive dated June 10, 1974, the Committee requested that a study be made of the costs at Howard University, Washington, D. C., as compared with the costs at educational institutions of comparable size and complexity, both in the vicinity of Washington and in other parts of the United States.

The inquiry based upon the directive has been completed and the results are included in this report.

Respectfully submitted,

C. R. Anderson
Chief of the Surveys and
Investigations Staff
House Appropriations Committee

David A. Schmidt, Director
Surveys and Investigations Staff
House Appropriations Committee

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SUMMARY AND RECOMMENDATIONS

Directive

Based on a directive of June 10, 1974, from the Committee on Appropriations, a study of the costs at Howard University, Washington, D. C., and a comparison of these costs with those of other universities of comparable size and complexity were conducted.

Scope

Pertinent information received from the following universities was utilized in the comparability study: (1) Boston University, Boston, Massachusetts; (2) Case Western Reserve University, Cleveland, Ohio; (3) George Washington University, Washington, D.C.; (4) Georgetown University, Washington, D.C.; (5) Loyola University, Chicago, Illinois; (6) New York University, New York City, New York, (7) Temple University, Philadelphia, Pennsylvania; and (8) Washington University, St. Louis, Missouri.

Limitations

The study was limited to operating costs for FY 1973 (academic year 1972-1973). Hospital, building programs, and sponsored research expenditures were excluded.

Difficulties were encountered due to the lack of uniform recordkeeping by the various universities and differences in various aspects of university organization. Reluctance on the part of university officials to provide requested information for privacy and complexity reasons was also encountered. This reluctance was based in part upon the risk of being misrepresented in a comparison with other universities.

The information included in this report is based solely upon data provided directly by each university contacted. The accuracy of the information in the report is dependent upon the accuracy and clarity of it as received.

Faculty Salaries and Benefits

Faculty salaries by rank and school or college at Howard University were obtained and were compared on a rank-by-rank basis with faculty salaries by rank and school or college of other universities. Faculty benefits were also identified and compared. Faculty salaries and benefits combined of full-time faculty on a university-wide basis were then compared and a further comparison was made based on full-time equivalent (FTE) faculty counts divided into 4 functional categories of academic activities: (1) undergraduate and graduate, (2) law, (3) dentistry, and (4) medicine.

These comparisons revealed that when measured in a rank-by-rank comparison Howard University in most instances was substantially above the average in compensation (salaries and benefits combined) rendered to its faculty in ranks from professor to instructor, inclusive. When faculty of all ranks were compared by functional category and on a university-wide basis, Howard University's compensation to faculty was slightly above the median.

Administrative Salaries and Benefits

The salaries of selected administrators of Howard University were obtained and [illegible] of these were compared with the salaries of their counterparts in other universities. This comparison revealed the salaries paid by Howard University, in [illegible] of the [illegible] positions compared, were higher (in many cases being substantially higher) than the average salaries paid by the other universities. These comparisons did not include a 5 percent across-the-board salary increase rendered by Howard University to its employees, effective on January 1, 1973, which was halfway through the fiscal year under comparison.

Howard University claims to be directly competitive with the Federal Government in the labor market and in this regard the University makes an effort to align its employment positions with the general schedule (GS) rating systems of the Federal Government. This facilitates coordinated escalation of salary levels whenever the Federal Government makes an across-the-board increase in Federal employee salary levels. This claim of Howard University is refuted by George Washington University and Georgetown University which, while recognizing that an indirect effect might exist, do not feel as directly competitive with the U.S. Government. These universities consider themselves to be more competitive with other university and private industry influences. These universities further consider the principal of a balanced budget to be a primary determining factor in the establishment of salary levels.

A comparison of nonprofessional salary scales revealed that Howard University salaries, after the January 1, 1973, pay raise, in 6 of the 8 employment positions selected for comparison, were above the combined average salaries of the other universities. Prior to the pay raise, 4 of the Howard University salaries for the positions compared were already above the average of those of the other universities.

Benefits received by nonfaculty personnel of Howard University were found commensurate with faculty benefits and substantially the same as those offered by the other universities.

A comparison was made of the combined--salary and benefits--costs of nonfaculty employees at Howard University with those of the other universities. The comparison was divided into the 9 major functional areas of university activities and was also made on a university-wide basis. The functional areas are: (1) administrative and general, (2) instruction, (3) libraries,

(4) operations and maintenance, and (5) auxiliary enterprises and activities. This comparison revealed that Howard University's combined costs per employee ranked first in functional areas (1) and (2) and second in the other 3 areas. Howard University's combined costs in the university-wide category were the highest among the 7 universities compared.

Expenditures Per Student

In a comparison of expenditures per student at Howard University with those of the other universities, on a functional basis and also university-wide, it was learned that Howard University's expenditures were the highest of the universities compared in 3 of the 4 functional areas of academic activities. On a university-wide basis, Howard University's expenditures per student also exceeded those of the other universities.

Tuition, Fees and Other Charges to Students

Tuition, fees, and other charges to students for FYs 1973, 1974, and 1975 were obtained and included in this report. When compared with the tuition and living charges to students made by the other universities, the Howard University charges for FY 1973 (academic year 1972-1973) were found to be consistently and substantially below those of the other universities. When compared on the basis of total income received from the students, Howard University was also found to be substantially below the other universities. When compared with the average income per student of all of the other universities combined, Howard University's income per student figures were found to be less than one-half of the income per student figure of the other universities.

Student Financial Aid

Student assistance data was obtained from Howard University and is discussed in this report. Schedules of total expenditures by school or college, major program expenditures for student aid and Howard's student aid compared [illegible] other universities are also included in this report.

While all students at Howard were [illegible] medicine, dentistry and [illegible] during academic year 1976-1977, [illegible] the University's [illegible] of major expenditures and [illegible].

A comparison [illegible] expenditures university-wide showed that Howard [illegible] of the [illegible] universities compared. However, Howard [illegible] than Georgetown and George Washington Universities.

Foreign Student Enrollment

A comparison was made of Howard University's foreign student enrollment with that of other universities. Also included in this report is a listing of foreign students at Howard University by geographical area, identifying students [illegible] of the Organization of Petroleum Exporting Countries [illegible]. The [illegible] number of students from the [illegible] countries, [illegible] is significant in the light of the [illegible] the students and [illegible] student [illegible] substantially above the average of [illegible] the [illegible] other universities. The [illegible] total number of foreign [illegible] in the light of the [illegible] Howard University.

Recommendations

Howard University should more appropriately consider itself competitive in the labor market with other universities and private industry than with the Federal Government. This suggestion would be particularly [illegible] faculty, executive, managerial, and other professional administrative employees whose expertise is in the specialized field of university activities rather than in Government operations. Although nonprofessional employees might occasionally be persuaded by Government pay scales to leave the University for Government employment, these nonprofessionals would be equally susceptible to similar persuasion by private industry. Further, such employees are not individually essential to University operations and could be replaced without disruption of University activities.

The Howard University alignment of its employment position with the general schedule (GS) of the U.S. Government appears to work against University interests rather than for them, because it makes the University even more vulnerable to the loss of employees due to Government pay raises by facilitating direct comparability by the interested employees. It, therefore, follows that Howard University should withdraw from such position alignment which has inherent characteristics which are outside the control of the University.

According to the comparison set forth in this report, Howard University is paying consistently and substantially higher salaries to its executive, managerial, and professional administrative employees than the other universities are paying to their counterparts. It is, therefore, recommended Howard University should reevaluate these salary levels and take measures to hold the salary line on these employees in the future.

Inasmuch as expenditures per student at Howard University far exceed income per student received in the forms of tuition, fees and other charges to students, and whereas Howard University charges to students are far below similar charges made by the other universities in the comparison, it is suggested that Howard University thoroughly review their rates of tuition and other charges to students in order to bring these charges more in line with the expenditures per student made by the University and with student fees at other universities. Students who are unable to pay the increased charges might avail themselves of the various student financial assistance programs in this regard.

In view of the growing pains and space limitations experienced by Howard, it is recommended that Howard establish a quota system for the enrollment of foreign students which would be more in line with foreign student attendance at other universities.

It is also recommended that foreign students at Howard be charged an equivalent out-of-state type tuition fee that would be commensurate with the amount of expenditure per student experienced by the University.

Howard University should be reminded that it is not required by law to subsidize foreign students. Therefore, arrangements should be made for a student who cannot afford an increased tuition rate to contact outside sources to determine availability of some form of student assistance.

Howard University should consider availing itself of cost accounting procedures designed to determine specific cost factors such as the cost of a credit hour of instruction in the various educational departments or disciplines. Such knowledge would be useful for budgeting purposes, planning, and in the establishment of a balanced tuition schedule.

I. INTRODUCTION

A. Directive

By directive dated June 10, 1974, the Committee directed that a study be made of the costs of Howard University, Washington, D.C., as compared with the costs at educational institutions of comparable size and complexity, both in the vicinity of Washington and in other parts of the United States. The Committee directed that the study should include comparisons of the following:

(1) Faculty salaries and benefits.

(2) Nonfaculty salaries and benefits.

(3) Expenditures per student.

(4) Tuition, fees, and other charges to students.

(5) Student Assistance.

B. Scope

The Investigative Staff made inquiry at Howard University, Washington, D.C., where appropriate personnel were interviewed and pertinent records were reviewed. The Investigative Staff also conducted interviews at the Office of Education and the National Institute of Education of the Department of Health, Education, and Welfare, as well as at the National Science Foundation, the American Association of University Professors, the College and University Personnel Association, and the National Association of College and University Business Officers, all of Washington, D.C.

Through the National Institute of Education and subsequently by telephone and mail, the Investigative Staff made inquiry to the National Center for Higher Education Management Systems at the Western Interstate Commission for Higher Education, Boulder, Colorado.

The Investigative Staff made visits to the following universities: Boston

University, Boston, Massachusetts; Case Western Reserve University, Cleveland, Ohio; George Washington University, Washington, D.C.; Georgetown University, Washington, D.C.; Loyola University, Chicago, Illinois; New York University, New York City, New York; Temple University, Philadelphia, Pennsylvania, and Washington University, St. Louis, Missouri. Since these 8 universities had been selected by the Investigative Staff for a comparison of their operating costs with those of Howard University, various officers of these universities were interviewed and pertinent university records were reviewed and collected to facilitate appropriate comparison.

C. Justification of Selected Universities

These universities were selected for comparison with Howard University because 2 of them are in the same city as Howard University, and they are all located within large metropolitan areas in the major industrial belt of the United States, where costs are comparable. They all operate professional schools as well as a general array of schools and colleges on both the undergraduate and graduate levels. With the exception of the formerly private Temple University, which has become a public institution in recent years, they are all privately controlled universities, as is Howard University, which recruit and enroll students on a multistate or national basis. They are also generally comparable in size when measured according to student enrollment with the exception of Boston University, New York University, and Temple University, which--although substantially larger than Howard University--are also relatively small when compared with the public universities of similar complexity in the large metropolitan areas. For comparison purposes, size is only a secondary consideration, since the larger costs incurred as a result of larger size are returned to proper perspective by the simple division of these costs by the full time equivalent (FTE) personnel count or student enrollment figures.

Although Georgetown University and Loyola University are religiously oriented, being operated by the Society of Jesus, they are nevertheless considered comparable to Howard University, because the same general cost problems exist at these institutions as at Howard University. The theory that the operating costs of these Jesuit universities are distorted by the contributed services of the priests is negated by the system of the Jesuit community of charging the universities the going rate of the priests' worth when functioning as university faculty members or administrators. The consideration that a large part of these expenses might be returned to the university in the form of gifts has no bearing on the expenditure side of the ledger.

B. Limitations of Study

In view of the complex nature of university activities, the scope of this cost comparability study was limited to the operating expenditures for 1 fiscal year. Although the medical schools of these universities were included in the comparability study, the university hospitals were excluded, because the hospitals generally operate as autonomous and self-sustaining units within the university complex. Building program costs were also excluded from the study since they are not comparable, being different in design and extent.

After due consideration and discussion of the matter with various officials of universities and affiliated organizations, it was decided to also exclude sponsored research and other sponsored programs from the study, since these expenditures do not relate directly to the instructional activities of the universities. Further, the amount expended on these programs is exactly balanced on the income account of the university by the transfer of a like amount of money from the university's gifts and grants fund to the income account as the money is costed to the programs.

The Investigative Staff had initially intended to compare the Howard University operating costs for FY 1974 (which coincides with academic year 1973-1974) with the operating costs of the other selected universities for the same year. However, it was found at the outset of the survey that Howard University had not yet completed its bookkeeping for FY 1974 and this situation continued to exist until at least the end of CY 1974. Therefore, due to Howard University's inability to provide with accuracy and in detail the expenditures and income of the University for FY 1974, FY 1973 (academic year 1972-1973) was selected as the year of comparability.

During the survey, the Investigative Staff learned that each of the universities included in the comparison differed from the others in various aspects of organization and accounting operations. As an example, some of the universities, including Howard University, had made no effort to apply such indirect costs as administrative and general expenses, library expenses, or operations and maintenance expenses, to any of the instructional areas in an effort to make proper cost per student or cost per credit hour of instruction determinations. Conversely, other universities had made this effort, but in varying degrees and by differing methods.

The diversity of university recordkeeping regarding personnel and student complements and pay structures, as well as finance, made it difficult for the Investigative Staff to assemble the data received from the universities under study in a manner compatible to proper comparison.

While the representatives of each of the 8 universities contacted expressed and demonstrated some degree of cooperation in providing the material and information requested, most of them expressed reservations about the disclosure of personnel data and financial information which might become public knowledge and cause some internal or external problems or embarrassment to the university. These university representatives were particularly sensitive to the disclosure of faculty and administrative personnel salary data, but some were also sensitive to such disclosures as direct cost information by school or college within the university.

The reluctance of some of the university representatives to provide the requested information was based in part upon the risk of being misrepresented in a comparison with other universities, due to the differences in bookkeeping and other recordkeeping operations of the various universities which might result in distortion of the comparative data. This reluctance was also caused by the complex nature of the inquiry, which necessitated the expenditure of considerable time and effort on the part of university employees in the assembly and production of the requested information. These combined factors resulted in incomplete or incompatible reporting by some of the universities and certain delays which caused some of the information to arrive too late for incorporation into this report.

The information included in this report is based solely upon data provided directly to the Investigative Staff by each university contacted. The accuracy of the information reflected is dependent entirely upon the accuracy and clarity of it as received.

III. FACULTY SALARIES AND BENEFITS

A. Faculty Salaries

1. Howard University Faculty Salaries

The salary schedule below shows the range of Howard University's faculty salaries by rank and school or college for FY 1973 (academic year 1972-1973). In some instances, however, no salary figure was reported for the respective rank. The amounts shown represent 10-month salaries except for the Schools of Law and Social Work. The figures also include a 5 percent faculty pay raise effective January 1, 1973, which was geared to the Federal pay raise. Nonfaculty members also received the same rate of salary increase (see Chapter III for further discussion on the subject matter).

[illegible]
[illegible]
FISCAL YEAR [illegible]

	Professor	Associate Professor	Assistant Professor	Instructor
Architecture & Planning				
High	$24,016	$[illegible]3,003	$14,578	$12,582
Low	21,000	15,708	14,375	12,582
Average	[illegible],754	17,[illegible]	14,478	12,582
School of Business				
High	$21,0[illegible]6	$20,010	$17,000	$15,080
Low	21,018	17,709	13,500	12,733
Average	21,031	18,773	14,948	13,906
Communications				
High	$21,160	$21,500	$13,375	$12,840
Low	21,160	17,373	13,375	9,500
Average	21,160	19,577	13,375	10,640
Education				
High	$20,997	$18,000	$16,404	$13,000
Low	20,000	15,577	13,125	11,500
Average	20,554	17,519	14,903	12,289
Engineering				
High	$30,756	$20,214	$16,264	
Low	[illegible],443	16,171	13,037	
Average	[illegible]	19,387	14,693	
Fine Arts				
High	$2[illegible],400	$15,000	$13,000	$ 9,500
Low	[illegible],900	15,000	12,000	9,[illegible]
Average	[illegible],000	15,000	12,333	9,[illegible]
Graduate School				
High	$2[illegible],900	$1[illegible],000	—	$12,500
Low	[illegible],400	17,000		10,500
Average	[illegible],534	18,000		11,500
School of Law				
High	$27,350	$21,250	$20,976	
Low	[illegible]	[illegible]	19,576	
Average	[illegible],116	[illegible]	[illegible],901	

Salaries (Continued)

	Professor	Associate Professor	Assistant Professor	Instructor
Liberal Arts				
High	$31,149	$25,014	$18,384	$15,076
Low	20,000	15,000	11,500	9,000
Average	22,998	18,297	12,908	9,564
Religion				
High	$21,000		$13,093	$13,506
Low	19,000		12,125	13,506
Average	19,735		12,609	13,506
Social Work				
High	$27,693	$23,400	$21,630	
Low	21,481	16,900	16,585	
Average	24,690	20,816	18,813	
College of Dentistry - Clinical Science Faculty				
High	$30,158	$23,927	$21,500	$14,784
Low	23,795	17,613	17,680	14,175
Average	26,948	21,021	18,617	14,359
Basic Science Faculty - Center for the Health Sciences				
High	$31,000	$22,000	$19,500	$13,500
Low	14,[illegible]	15,000	13,500	10,[illegible]
Average	26,[illegible]	19,911	19,530	11,730
Clinical Science Faculty - College of Medicine				
High	$34,175	$23,000	$27,000	
Low	25,[illegible]	19,750	17,000	
Average	31,068	21,779	21,647	
College of Pharmacy				
High	$29,047	$25,137	$20,100	$15,764
Low	22,800	18,117	14,400	14,500
Average	25,685	20,[illegible]	16,560	14,971
School of Nursing				
High		$23,000	$20,000	$13,000
Low		19,300	14,550	13,000
Average		19,000	16,512	13,000

2. Comparison of Faculty Salaries in Selected Schools and Colleges

To compare Howard's faculty salaries with other universities in the study, the Investigative Staff selected 5 schools and colleges commonly found in most universities to serve as a basis for comparison; namely, business administration, liberal arts, law, dentistry, and medicine. Some universities combine certain graduate and undergraduate schools and colleges for reporting purposes, which precludes a valid comparison.

The schedules below compare the faculty salary range by rank in selected schools and colleges of Howard University with other universities for FY 1973.

[illegible]
SALARY [illegible] SELECTED [illegible]
FOR [illegible]

	Howard Over (Under) Selected Universities	Average Salary Howard	Combined Average Selected Universities
Business Administration:			
Professor	$ 820	$21,531	$20,711
Associate Professor	1,866	18,773	16,907
Assistant Professor	66	14,258	14,192
Instructor	2,506	13,906	11,400
Liberal Arts:			
Professor	$2,947	$23,698	$20,751
Associate Professor	1,290	16,297	15,007
Assistant Professor	308	12,308	11,933
Instructor	150	9,864	9,714
Law:			
Professor	$4,750	$29,116	$24,366
Associate Professor	4,058	22,280	18,222
Assistant Professor	7,363	20,401	13,038
Instructor	------	-------	-------
Dentistry:			
Professor	$2,923	$26,948	$24,025
Associate Professor	1,520	22,221	20,701
Assistant Professor	2,176	18,617	16,441
Instructor	2,630	14,349	11,719
Medicine:			
Professor	($5,157)	$29,137	$34,294
Associate Professor	(6,930)	21,266	28,196
Assistant Professor	(3,501)	19,939	23,440
Instructor	--------	-------	-------

FACULTY SALARY COST COMPARABILITY BY RANK AND SCHOOL
FOR FISCAL YEAR 1973

Faculty Rank and School	Howard	Combined Average	Case Western Reserve	George Washington	Georgetown 1/	Loyola/ Chicago	Temple	Washington
Business Administration:								
Professor								
High	$21,844	$27,100	$26,100	$34,000		$25,500	$27,300	$22,9[illegible]
Low	21,218	16,390	16,200	18,500		15,000	17,250	15,[illegible]
Average	21,531	20,711	20,275	23,655		19,198	21,490	18,[illegible]
Associate Professor								
High	$20,910	$21,390	$18,800	$29,000		$21,000	$21,650	$16,500
Low	17,700	14,190	13,900	12,000		14,300	15,000	15,75[illegible]
Average	18,773	16,927	16,463	17,707		17,046	17,357	16,063
Assistant Professor								
High	$17,400	$16,798	$15,920	$18,500		$16,700	$18,364	$14,500
Low	13,300	12,000	11,900	13,000		10,600	11,000	13,500
Average	14,848	14,302	14,024	15,098		14,276	14,236	13,917
Instructor								
High	$15,080	$13,669	$16,149	$10,500		$14,025	$14,000	NA
Low	12,733	9,925	8,100	10,000		12,000	9,600	NA
Average	13,906	11,480	12,311	10,250		12,723	10,636	NA

1/ Figures were not readily determinable because Georgetown University's salary costs for Business Administration were incorporated with other undergraduate and graduate schools.

FACULTY SALARY COST COMPARABILITY BY RANK AND SCHOOL
FOR FISCAL YEAR 197[illegible]

Faculty Rank and School	Howard	Combined Average	Case Western Reserve	George Washington	Georgetown 1/	Loyola/Chicago	Temple	Wash
Liberal Arts 2/								
Professor								
High	$33,145	$29,?40	$36,[illegible]	$34,[illegible]		$3[illegible]	$31,[illegible]	$29
Low	[illegible]	14,600	[illegible],500	16,[illegible]		15,1[illegible]	16,[illegible]	1
Average	22,998	20,751	19,882	22,796		18,4[illegible]	21,72[illegible]	21
Associate Professor								
High	$23,014	$22,[illegible]	$23,[illegible]	$21,750		$1[illegible]	$21,850	$2
Low	15,000	11,500	[illegible]	11,74[illegible]		[illegible],7[illegible]	13,000	10
Average	16,237	15,067	13,997	15,047		15,[illegible]	16,0[illegible]	1
Assistant Professor								
High	$16,104	$1[illegible]	$1[illegible],500	$15,7[illegible]		$1[illegible],000	$17,40[illegible]	$1
Low	11,500	9,[illegible]	[illegible],400	[illegible],00[illegible]		[illegible]	10,000	
Average	12,505	1[illegible]	11,164	11,775		11,947	12,377	1
Instructor								
High	$14,[illegible]76	$11,7[illegible]	$1[illegible]	$ [illegible],45[illegible]		$11,700	$1[illegible],000	$1
Low	[illegible],000	[illegible]	[illegible],5[illegible]	[illegible],000		7,000	8,000	
Average	[illegible],504	9,714	10,083	8,74[illegible]		9,486	10,345	1

1/ Figures were not readily determinable because Georgetown University's salary costs for Arts and Sciences were incorporated with other undergraduate and graduate schools.

2/ For purposes of comparison, Arts and Sciences and Liberal Arts were considered the same school.

FACULTY SALARY COST COMPARABILITY BY RANK AND SCHOOL
PER FISCAL YEAR 1973

Faculty Rank and School	Howard	Combined Average	Case Western Reserve	George Washington	Georgetown	Loyola/ Chicago	Temple	Washington
Law:								
Professor								
High	$37,450	$30,071	$32,727	$34,000	$35,000	$23,800	$29,500	$29,[illegible]
Low	25,359	19,145	21,000	19,000	19,000	13,770	22,200	[illegible]
Average	29,116	24,366	25,402	26,325	24,201	19,278	25,879	25,111
Associate Professor								
High	$23,540	$21,349	$21,300	$18,500	$32,500	$15,045	$24,500	$16,250
Low	21,220	16,555	17,500	16,000	17,000	13,600	19,000	[illegible]
Average	22,380	18,222	19,436	17,250	20,416	14,478	21,500	16,250
Assistant Professor								
High	$20,973	$15,650	$17,000	NA	NA	$14,875	$14,724	$16,500
Low	19,826	14,134	17,000	NA	NA	10,540	13,497	[illegible]
Average	20,401	[illegible]	17,000	NA	NA	12,786	14,427	[illegible]

NOTE: No comparison was made with the rank of instructor because Howard University did not report figures for this position.

NA Data not available.

FACULTY SALARY COST COMPARABILITY BY RANK AND SCHOOL
FOR FISCAL YEAR 1973

Faculty Rank and School	Howard	Combined Average	Case Western Reserve	George Washington	Georgetown	Loyola/ Chicago	Temple	Washington
Dentistry:								
Professor								
High	$34,158	$33,[illegible]	$30,773	NA	$41,000	$2[illegible]	$28,630	$31,[illegible]
Low	23,795	[illegible]	19,533	NA	23,000	14,[illegible]	19,386	18,[illegible]
Average	26,548	26,085	22,697	NA	31,023	18,658	24,053	23,[illegible]
Associate Professor								
High	$23,027	$26,[illegible]	$20,714	NA	$33,000	$1[illegible],075	$22,904	$27,5[illegible]
Low	22,013	15,776	14,087	NA	20,000	11,[illegible]	13,515	17,8[illegible]
Average	21,321	20,791	19,373	NA	29,328	17,546	17,072	21,1[illegible]
Assistant Professor								
High	$21,500	$21,876	$16,505	NA	$27,664	$[illegible]	$18,814	$25,[illegible]
Low	17,680	11,752	13,310	NA	9,500	11,155	9,816	16,[illegible]
Average	18,617	16,441	14,590	NA	18,107	15,228	14,654	19,[illegible]
Instructor								
High	$14,754	$14,302	$13,[illegible]	NA	$16,500	$15,585	$11,534	$16,[illegible]
Low	14,175	8,601	9,273	NA	11,000	7,690	8,186	8,[illegible]
Average	14,349	11,719	10,971	NA	15,777	10,731	9,505	11,[illegible]

NA Data not available.

FACULTY SALARY DATA COMPARABILITY BY RANK AND SCHOOL
FISCAL YEAR 1979

Faculty Rank and School	Howard	Combined Average	Case Western Reserve	George Washington	Georgetown	Loyola Chicago	New York	Temple	[illegible]
Medicine: 1/									
Professor									
High	[illegible]	[illegible]	[illegible]	$74,300	$56,000	$55,475	$50,400	$65,[illegible]	$7[illegible]
Low	14,000	[illegible]	[illegible],393	21,100	21,992	24,650	20,250	23,500	[illegible]
Average	29,237	34,[illegible]	[illegible],334	41,135	38,114	24,122	32,916	37,5[illegible]	[illegible],124
Associate Professor									
High	$44,000	$42,075	[illegible]	$59,545	$39,000	$24,65[illegible]	$44,175	$47,[illegible]	[illegible]
Low	15,750	[illegible]	[illegible]	17,200	15,000	14,365	15,0[illegible]	18,700	[illegible]
Average	21,036	25,[illegible]	[illegible]	33,707	30,624	18,421	26,531	32,500	[illegible]
Assistant Professor									
High	$37,000	[illegible]	[illegible]	$44,005	$46,000	[illegible]	$37,375	$56,500	$63,[illegible]
Low	13,500	11,794	[illegible]	14,800	9,500	[illegible]	13,125	15,000	[illegible]
Average	20,839	25,443	[illegible]	27,641	25,912	15,094	31,5[illegible]	34,5[illegible]	[illegible]

1/ For purposes of comparison [illegible] Basic Science and Clinical faculty salaries of the College of Medicine were combined in each rank except instructor. Howard University did not report Clinical faculty salaries for Instructor, therefore, no comparison was made with this position.

Observations

An analysis of the above faculty salary comparisons showed that for 4 of the 5 schools and colleges selected Howard's average faculty salaries for Professor, Associate Professor, Assistant Professor, and Instructor, exceeded the combined average faculty salaries of the other universities. As a percentage, Howard's average faculty salaries for the 4 schools and colleges ranged from 2 percent to as high as 36 percent above the other universities. In the School of Law, for example, Howard's maximum salary for the rank of Professor was $37,450 as compared to $34,000 for George Washington University and $35,000 for Georgetown University. At the same time, the minimum salary paid by Howard for the same rank was $25,359 while George Washington and Georgetown paid their professors, as a minimum, only $19.000 or about 33 percent below that of Howard.

B. Benefits

1. Howard University Benefits

During FY 1973 Howard University made available the following benefits to its faculty employees, these benefits having been available to all regular faculty employees regardless of rank except where specifically noted.

a. Social Security

In accordance with U.S. Government requirements the employee and Howard University each paid into the Social Security fund 5.2 percent of the employee's earnings up to $9,000 per year.

b. Retirement Plan

(1) The primary retirement plan of Howard University was the standard deferred annuity plan underwritten jointly by the Teachers Insurance and Annuity Association (TIAA) and the College Retirement Equities Fund (CREF).

Under this plan the employee paid 5 percent of his gross salary to TIAA-CREF, and Howard University paid a matching 5 percent of his gross salary. Howard University also paid an additional 5 percent of the employee's salary above $4,800. Professors, associate professors, and assistant professors were in immediate receipt of this benefit upon employment. Employees in the rank of instructor were admitted to the program after 1 full year of service (provided they were 30 years of age or older), but did not receive the additional payment by Howard University of 5 percent of their salaries above $4,800 until after they had participated for 5 years in the program.

Under the provisions of the salary or deferred tax annuity option included in the Internal Revenue Code as amended by Public Law 85-866, approved September 2, 1958, an employee was permitted to authorize the University to reduce his salary and to contribute such reduction toward the purchase of deferred annuities without being subject to current Federal income taxes on this amount. The University provided this service to its employees on request at no expense to the employees, although the employees paid for the deferred annuities through payroll deduction.

(2) Howard University also offered a university financial retirement allowance, financed solely by Howard University funds, which functioned as a variable supplement to the employee's other retirement income (TIAA-CREF deferred annuities and Social Security benefits) ensuring the employee's receipt of 65 percent of his 3-year high average income upon retirement after 30 years of service, or 65 percent less 2 1/4 percent for each year under 30 years served by the employee retiring with 19-29 years of service.

c. Medical Insurance

Howard University offered a comprehensive health protection program underwritten by Blue Cross and Blue Shield. This program provided for a basic medical protection plan and a major medical expense plan with a $50,000 coverage. One-third of the cost of the plan was borne by Howard University.

d. Life Insurance

(1) Howard University offered a regular group term life insurance policy, plus an equal amount of group accidental death and dismemberment insurance, underwritten by The Manufacturers Life Insurance Company. Employees were provided coverage equaling their annual salaries, rounded to the next highest thousand dollars, plus an additional $2,000. The University paid 1/3 of the premium amount of the policy while the employee paid the remainder. Upon retirement of the employee from University service the University assumed the entire premium payment responsibility. When an employee was granted a leave of absence by the University, the entire premium payment responsibility was assumed by the University for a maximum period of one year.

(2) Howard University also offered, through the same insurance company and at no expense to the University, optional life and accidental death and dismemberment insurance in minimum amounts of $10,000 with double compensation provided for accidental death.

e. Guaranteed Disability
Income Protection

(1) Howard University offered a group total disability benefits plan serviced by TIAA which provides a monthly income benefit to disabled employees after 6 consecutive months of total disability and continuing until the death or the 65th birthday of the employee. The monthly income benefit, when combined with Social Security and Workmen's Compensation income, was not to exceed 60 percent of the first $1,000 of the employee's monthly salary plus 40 percent of his salary in excess of the first $1,000 up to a total benefit not exceeding $1,500 monthly. This monthly disability income benefit payment

was not to be less than $50 even though when combined with Social Security and Workmen's Compensation the total benefit amount might exceed 60 percent of the employee's regular salary. To be covered under this program an employee must have reached the age of 30 years and must have served continuously as an employee for 5 years. However, if an employee transferred to Howard University from another institution with group total disability benefits program coverage he was allowed to transfer immediately to coverage under the Howard University program. The full premium cost of this program was borne by the University.

(2) In addition to his receipt of a monthly income, as described above, a disabled employee was entitled to a monthly waiver benefit which continued his contribution toward the retirement annuity program of the University (underwritten by TIAA-CREF as described in Section b above) during the period of his disability or until his retirement.

f. Unemployment Compensation

All regular employees of the University were covered for unemployment compensation under the District of Columbia Unemployment Act as amended by Act of Congress (Public Law 87-042A) on March 30, 1962. Under this law regular employees who become totally or partially unemployed through no fault of their own were eligible for the receipt of benefits for from 16 to 34 weeks of total unemployment during the benefit year. The amounts of benefit payments were based on each employee's past wages during a specific base period. The benefits of this program were at no expense to the employees.

g. Workmen's Compensation

Employees of the University were entitled to compensation for injuries sustained while in the performance of assigned or authorized duties under regulations provided by the U.S. Department of Labor, Bureau of

Workmen's Compensation, and by the District of Columbia. Workmen's Compensation provisions allowed compensation for loss of regular pay, for medical, surgical, and/or hospital service, and in case of fatal injuries, compensation for funeral expenses and dependents. The cost of this program was a University expense and was not an employee expense.

h. Educational Subsidy - Tuition Allowances

Full-time employees of Howard University were entitled to remission of tuition for 2 graduate or undergraduate courses each semester at the University. Regular half-time employees were entitled to remission of tuition for 1 graduate or undergraduate course each semester. Persons employed on research or training grants of 1 year or more in duration had the same educational privileges as the regular employees. Children of full-time employees were entitled to remission of tuition in the same instructional divisions available to regular employees. These benefits were funded by the University and were at no expense to the employees.

i. Sabbatical Leave

Faculty employees of the University in the rank of assistant professor or above were entitled, with University approval, to sabbatical leave for further full-time study or research each seventh year with relief of teaching assignments at full pay for 1 semester or half pay for 1 academic year. This was a University expense.

j. Holidays

The university observed the following holidays: New Years Day - January 1; Washington's Birthday - third Monday in February; Memorial Day - last Monday in May, Independence Day - July 4; Labor Day - first Monday in September, Columbus Day - second Monday in October, Veterans Day - fourth

Monday in October; Thanksgiving Day - fourth Thursday in November; Christmas Day - December 25; and any additional special holidays which might have been authorized by the University president.

k. Leave of Absence

Faculty employees were entitled to leave of absence without pay for a period not to exceed 1 year for the purpose of study or for any other reason considered valid by the University.

l. Defense Leave

Regular full-time faculty employees were entitled to "defense leave" without pay for the duration of a national emergency and to reinstatement at the University following release from U.S. Government service.

m. Annual and Sick Leave

Faculty employees appointed to the regular academic year of 10 months were expected to report for duty by September 1 and to be available for duty until June 15. There was no provision for annual leave or sick leave during the academic year and any leave necessarily taken for temporary illness or other emergency purposes was expected to be made up in an adequate manner.

2. Comparisons With Other Universities

Review of the benefits provided by 7 of the 8 other universities included in this study (Boston University data not having been received) revealed those offered by them to faculty members to be substantially the same as those offered by Howard University. Although the various retirement plans and medical and life insurance plans differed in some degree as to benefits and premium amounts, as well as the percentages of the premium amounts paid by the employee and the university, these differences tended to be generally balanced and therefore of little significance. Other benefits also differed in minor details.

C. Salary and Benefits Combined Comparisons With Other Universities

1. American Association of University Professors (AAUP) Comparative Data

Under uniformly prescribed guidelines established by the AAUP, Washington D. C., Howard University and the other universities involved in this study responded to an AAUP-sponsored "Annual Survey of Academic Salary and Fringe Benefit Data for Academic Year 1972-73." The survey related only to full-time faculty members whose major regular assignments were instruction. The survey excluded faculty members primarily involved in the areas of preclinical and clinical medicine, laboratory schools, library, extension and public service, and organized research. All salaries included in the survey were reported on a 9-month contract basis and, therefore, any salaries payable under contracts for longer periods of time were converted to a 9-month basis prior to reporting. The pertinent results of this survey as it relates to Howard University and other universities included in this study are as follows.

[illegible]

[illegible]	[illegible]	Number of [illegible]	Average Compensation			[illegible]
			Salary	Fringe Benefits	[illegible]	
Brown University	Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Associate Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Assistant Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Instructor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	All Ranks	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Case Western Reserve University	Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Associate Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Assistant Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Instructor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	------	-----	------	----
	All Ranks	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
George Washington University	Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Associate Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Assistant Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Instructor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	---	------	-----	------	---
	All Ranks	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Georgetown University	Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Associate Professor	[illegible]	[illegible]	[illegible]	[illegible]	

[illegible] (Continued)

Name of University	Faculty Rank	Number of Faculty Members	Average Compensation: Salary	Average Compensation: Fringe Benefits	Average Compensation: Combined	Fringe Benefits as % of Average Salary
Georgetown (Con't.)	Instructor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Lecturer	---	------	-----	------	----
	All Ranks	[illegible]	$15,294	[illegible]	[illegible]	[illegible]
Loyola University	Professor	81	$18,[illegible]	$2,344	$20,[illegible]	[illegible]
	Associate Professor	107	15,3[illegible]	[illegible]	17,[illegible]	[illegible]
	Assistant Professor	[illegible]	12,[illegible]	[illegible]	[illegible]	[illegible]
	Instructor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Lecturer	---	------	-----	------	-----
	All Ranks	[illegible]	$13,7[illegible]	[illegible]	[illegible]	[illegible]
New York University	Professor	[illegible]	$22,770	$3,[illegible]	$25,[illegible]	[illegible]
	Associate Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Assistant Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Instructor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Lecturer	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	All Ranks	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Temple University	Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Associate Professor	[illegible]	15,[illegible]	[illegible]	[illegible]	[illegible]
	Assistant Professor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Instructor	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Lecturer	---	------	-----	------	-----
	All Ranks	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Compensation (Continued)

Name of University	Faculty Rank	Number of Faculty Members	Average Compensation			Fringe Benefit as % of Average Salary
			Salary	Fringe Benefits	Combined	
Washington University	Professor	188	$20,767	$2,957	$23,724	14.2%
	Associate Professor	133	15,186	1,800	16,986	11.9%
	Assistant Professor	136	12,772	1,572	14,344	12.3%
	Instructor	22	10,168	1,319	11,487	13.0%
	Lecturer	[illegible]	11,804	1,377	13,181	[illegible]
	All Ranks	[illegible]	$16,105	$2,156	[illegible]	[illegible]

Observations

Examination of the above material reveals that, according to the information furnished by the various universities to the AAUP, the average compensation made to Howard University Professors at $25,530 exceeded the average compensation made to the professors of both George Washington University and Georgetown University--the other universities in the District of Columbia area--and ranked third among the 8 universities included in the study, being only slightly outranked by New York University at $25,877 and Temple University at $25,764. Howard University led the field at $19,402 in its average compensation to associate professors, its closest competitor being Georgetown University at $1[illegible],0[illegible]. Regarding average compensation to assistant professors, Howard University again led the field at $15,777, with New York University taking second place at $15,3[illegible]. On the instructor level Howard University rated fourth place at $11,741, behind Temple University at $11,[illegible], Loyola University at $11,862, and New York University at $11,823.

Average compensation to lecturers was reported upon by only 3 of the 8 universities; Howard University, New York University, and Washington University. In this group Howard University, which rated second place, reported 69 lecturers at an average compensation of $14,[illegible] whereas New York University, which reported the highest average compensation at $14,443, included only 5 lecturers in its average, and Washington University included only 7 lecturers in its substantially lower average of $12,331.

Whereas Howard University ranked fifth in a comparison of average compensation for all faculty ranks--behind New York University, George Washington University, Washington University, and Temple University, in that order from top to bottom--these other universities had more professors and associate professors than Howard University (except for George Washington University which had 3 fewer associate professors) whereas Howard University had substantially more instructors and lecturers than the others. Howard University, therefore, being weighted more heavily at the lower portion of faculty rank, necessarily reported a lower average compensation for all ranks combined. However, this overall average should not be allowed to obscure the fact that Howard University, when measured in a rank by rank comparison, was substantially above the average in compensation rendered to its faculty.

2. FTE Faculty by Functional Category Comparative Data

Set forth below is a further comparison of faculty salaries and benefits based upon FTE faculty counts divided into 4 functional categories of academic activities: (a) undergraduate and graduate; (b) law; (c) dentistry; and (d) medicine. The figures included in this section were compiled from information furnished by the respective universities. The FTE faculty counts include both full-time and part-time faculty of all ranks, but exclude graduate assistants.

[illegible] COST OF FACULTY SALARIES
[illegible] ACADEMIC YEAR [illegible]

Area of Instruction	Howard University	Case Western Reserve University	George Washington University	Georgetown University (1)	Loyola University	New York University	Temple University	Washington University
Undergraduate and Graduate:								
FTE Faculty Count	[illegible]	[illegible]	715	[illegible]	[illegible]		[illegible]	[illegible]
Salary Cost	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Not	[illegible]	[illegible]
Benefits Cost	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Provided	[illegible]	[illegible]
Combined Cost	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
Average Salary Cost	[illegible]	[illegible]	[illegible]	18,1[illegible]	[illegible]		14,552	[illegible]
Average Benefits Cost	2,560	[illegible]	[illegible]	1,994	[illegible]		[illegible]	2,072
Average Combined Cost	17,124	[illegible]	15,881	20,247	14,051		16,440	20,640
Law:								
FTE Faculty Count	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
Salary Cost	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	$ [illegible]	Not	$ [illegible]	$ [illegible]
Benefits Cost	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Provided	[illegible]	[illegible]
Combined Cost	[illegible]	[illegible]	[illegible]	1,176,[illegible]	[illegible]		[illegible]	[illegible]
Average Salary Cost	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
Average Benefits Cost	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
Average Combined Cost	[illegible]	27,662	[illegible]	26,443	14,140		16,370	[illegible]
Dentistry:								
FTE Faculty	[illegible]	[illegible]	No	[illegible]	[illegible]		122	60
Salary Cost	$ [illegible]	$ [illegible]	Dental	$ [illegible]	$ [illegible]	Not	$ [illegible]	$ [illegible]
Benefits Cost	[illegible]	[illegible]	School	[illegible]	[illegible]	Provided	[illegible]	[illegible]
Combined Cost	[illegible]	[illegible]		[illegible]	[illegible]		[illegible]	[illegible]
Average Salary Cost	[illegible]	[illegible]		[illegible]	[illegible]		11,103	[illegible]
Average Benefits Cost	[illegible]	[illegible]		2,730	[illegible]		[illegible]	[illegible]
Average Combined Cost	13,902	[illegible]		29,033	[illegible]		12,441	[illegible]

Comparative Schedule (Continued)

Area of Instruction	Howard University	Case Western Reserve University	George Washington University	Georgetown University	Loyola University	New York University	Temple University	Washington University
Medicine:								
FTE Faculty Count	287	511	185	89	105	408	673	668
Salary Cost	$ 3,5[illegible]	$ 5,196,000	$ 4,241,352	$ 2,867,274	$ 2,032,[illegible]	$10,529,765	Not determinable on basis of information furnished.	$13,533,443
Benefits Cost	425,[illegible]	754,000	322,343	295,329	241,2[illegible]	1,421,518		1,772,331
Combined Cost	3,995,[illegible]	5,950,000	4,563,[illegible]	3,162,603	2,273,368	11,951,283		15,3[illegible]
Average Salary Cost	12,440	10,170	22,92[illegible]	32,216	19,354	25,808		20,260
Average Benefits Cost	1,482	1,476	1,742	3,318	2,297	3,484		2,654
Average Combined Cost	13,922	11,648	24,668	35,534	21,651	29,292		22,914
Totals(1)								
FTE Faculty Count	2,[illegible]	1,192	967	484	7[illegible]	Not determinable without [illegible] figures.	2,219	[illegible]
Salary Cost	[illegible]	[illegible]	$14,[illegible]	$10,830,985	$10,[illegible]		Not determinable without [illegible] figures.	$26,2[illegible]
Benefits Cost	[illegible]	[illegible]	1,204,[illegible]	1,115,591	1,[illegible]			3,4[illegible],714
Combined Cost	[illegible]	[illegible]	15,649,216	11,946,576	11,6[illegible]			29,7[illegible]
Average Salary Cost	14,0[illegible]	14,122	14,937	22,378	14,[illegible]			[illegible]
Average Benefits Cost	1,5[illegible]	2,048	1,246	2,305	1,[illegible]			[illegible]
Average Combined Cost	16,51[illegible]	16,170	16,183	24,683	15,661			[illegible],378

(1) Georgetown University - calculations exclude Summer School and Continuing Education data.

Observations

Examination of the above material reveals that Howard University at $17,126 per faculty member ranked fourth among 7 universities in its average combined--salary and benefits--payments to faculty involved in undergraduate and graduate activities. The average combined cost in this category ranged from $20,247 at Georgetown University to $13,063 at George Washington University.

In the law category, Howard University had an average combined cost per faculty member of $18,5[illegible] and again placed fourth among 7 universities in an average combined cost range of from $20,493 at Georgetown University to $14,590 at Loyola University. George Washington University had a combined average cost of $17,[illegible]3 per faculty member.

In dentistry, Howard University ranked second among [illegible] universities. At an average combined cost of $1[illegible],402, Howard University was exceeded only by Georgetown University at $29,232 per faculty member in a range from the Georgetown University level to $12,641 at Temple University. George Washington University has no dental school.

Regarding medicine, the Howard University average combined cost figure at $13,922 per faculty member ranked sixth out of 7 universities. Georgetown University ranked first in the group at $35,534 and the range continued downward to $11,043 at Case Western Reserve University. George Washington University had an average combined cost per faculty member of $24,608 in this category.

The university-wide totals of faculty salary and benefits costs reveals that Howard University, with an average combined cost per faculty member of $16,531, ranked third among the [illegible] universities included in the totals. Georgetown University ranked first at $24,[illegible]3 in a range proceeding from the

Georgetown University figure to $15,002 at Loyola University. George Washington University had a combined average cost of $11,103.

III. NONFACULTY SALARIES AND BENEFITS

A. Salaries of Selected Administrators

1. Howard University Salaries

Set forth below is a list of reported salaries of certain administrative officials of Howard University selected for inclusion in the list either because the respective salaries are in excess of $20,000 per annum or because the respective employment positions appear significant to university operations. The list is numbered to differentiate between the various administrative divisions of the university.

In instances when an associate dean is reported to receive a relatively small salary this is becuase the associate dean is primarily paid as a faculty member and is paid only an additional stipend for his services as associate dean. In instances when an associate dean receives no salary this is because he is paid as a faculty member and receives no additional compensation for his services as associate dean.

The "School of Urban Affairs" included in the list is a misnomer inasmuch as it is actually the "Institute of Urban Affairs and Research" and has no degree conferring authority.

The salary figures included in the list are the budgeted figures in effect at the beginning of FY 1973 and do not include the 5 percent across-the-board salary increase which became effective January 1, 1973, for all Howard University employees, both faculty and nonfaculty. In this regard, when the U. S. Government employees' salaries were raised, effective January 1, 1973, Howard University granted the same raise to its employees. The increased salary amounts were not actually paid by Howard University to its employees until after a supplemental appropriation was received from Congress later in 1973, but the payment was made retroactive to January 1, 1973.

Howard University employees have become accustomed to receiving the same salary increases as those received by the U. S. Government employees. University officials consider it important to grant these increases in order to keep the University competitive with the U. S. Government which deals in the same labor market for employees. To facilitate more effective comparability, Howard University has developed a system of classifying many of its employees according to the general schedule (GS) grading system of the U. S. Government. The GS rating set forth opposite certain positions included in the list are those which were in effect at the beginning of FY 1973, although Howard University has graded various other previously ungraded positions since then.

[illegible]

[illegible]	[illegible]	[illegible]
Vice President for [illegible] Affairs		$ 1[illegible]
Assistant to the Vice President for Student Affairs		[illegible]
[illegible] Student Affairs		[illegible]
Director of Student Activities		[illegible]
Dean of Students - Academic		[illegible]
[illegible] Dean of Students and [illegible]		[illegible]
[illegible]		[illegible]
Director of [illegible] and [illegible] College of	57-61	1[illegible]
[illegible]		[illegible]
Vice President for Academic Affairs		[illegible]
Assistant to the Vice President for Academic Affairs		[illegible]
Assistant for Research and Development	[illegible]	[illegible]
Assistant for Academic Planning	51-16	[illegible]
Assistant for Urban Planning		[illegible]
[illegible]	53-61	[illegible]
Dean of Admissions and Registration		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]	57-61	[illegible]
Dean, Graduate School		[illegible]
Associate Dean - Graduate [illegible]		[illegible]
Dean - School of Education		[illegible]
Associate Dean - School of Education		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
Dean - School of [illegible]		[illegible]
[illegible]	57-16	[illegible]
Dean - School of [illegible]		[illegible]
Associate Dean - School of [illegible]		[illegible]
Dean - College of Liberal Arts		[illegible]
Associate Dean - College of Liberal Arts		[illegible]
Assistant Dean - College of Liberal Arts		[illegible]
Dean - School of Engineering		[illegible]
Associate Dean - School of Engineering		[illegible]
Dean - School of [illegible]		[illegible]
Associate Dean - School of Business Administration		[illegible]
Dean - School of Architecture and Planning		[illegible]
Associate Dean - School of Architecture and Planning		[illegible]
Dean - School of Fine Arts		[illegible]

[illegible]	[illegible]	[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]	GS-15	[illegible]
[illegible]	GS-15	[illegible]
[illegible]	GS-15	[illegible]
Physician	GS-15	[illegible]
Physician	GS-15	[illegible]
Physician	GS-15	[illegible]
Physician	GS-15	[illegible]
Physician	GS-15	[illegible]
Physician	GS-15	[illegible]
Dean - College of Medicine		[illegible]
[illegible]	[illegible]	[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]	GS-11	[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
Administrative Assistant - College of Dentistry	GS-11	[illegible]
[illegible]		[illegible]
[illegible]		[illegible]
[illegible] - School of Nursing		[illegible]
Associate Dean - School of Nursing		-0-
[illegible]		[illegible]
[illegible] - Radio Station WHUR-FM		[illegible]
3. Director of University Libraries		[illegible]
Associate Director for Public Services	GS-14	[illegible]
Associate Director for Planning and Research	GS-14	[illegible]
Administrative Assistant	GS-11	[illegible]
Librarian - Engineering Library	[illegible]	[illegible]

[illegible]

	Position	General Schedule (GS) Rating	Salary
	(Continued)		
8.	Librarian - Medical-Dental Library	[illegible]	$ [illegible]
	Librarian - Law Library		[illegible]
	Librarian - Religion Library	[illegible]	[illegible]
9.	Director of Physical Plant		[illegible]
	Associate Director of Physical Plant	[illegible]	[illegible]
	Electrical Engineer	[illegible]	[illegible]
	Mechanical Engineer	[illegible]	[illegible]
	Architect	[illegible]	[illegible]
	Architect	[illegible]	[illegible]
	Architect	[illegible]	[illegible]
	Plant Engineer	[illegible]	[illegible]
10.	Director, Auxiliary Services		[illegible]
	Director, Intercollegiate Athletics		[illegible]

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2. Comparison With Other Universities

Set forth below is a schedule comparing the salaries of a representative group of Howard University administrative officials with the salaries of their counterparts in other universities. Whereas many employment positions are not comparable between universities, those positions selected for this schedule relate to employment responsibilities generally commensurate with each other at the various universities.

Although salary figures received from 7 of the [illegible] universities participating in this study (Case Western Reserve University, George Washington University, Georgetown University, Loyola University, New York University, Temple University, and Washington University) are included in this schedule, all 7 of these universities did not necessarily report salaries for each of the employment positions listed. Omissions occur when the responsibilities of a given employment position have been split and/or combined with the responsibilities of other employment positions at certain universities.

Specific salary information appearing in this schedule is not identified with specific universities, due to an agreement reached with officials of the universities cooperating in the study. In this regard, these officials generally made such an agreement a condition precedent to their release of individual salary information relating to these respective administrative employment positions.

The salary information set forth in this schedule relates only to salary and does not include staff benefits.

The full time equivalent (FTE) student enrollments of the universities (other than Howard University) included in this schedule range from 23,054 to 7,707 students based on the fall enrollment figures for academic year 1972-1973.

The Howard University FTE enrollment for the fall semester of 1972-1973 was 9,914 students.

Larger universities normally pay higher salaries than those paid by smaller universities to the occupants of given employment positions in order to make the salaries commensurate with the additional job responsibilities brought about by the larger student enrollments. Therefore, in order to make the salary figures in the schedule comparable to those of Howard University, the employment position salaries, as well as the FTE student enrollments of the universities included in each position category have been averaged. Howard University salary and enrollment figures are not included in the respective averages.

	[illegible]	Average Salary	High Salary	Low Salary	Average [illegible] Salary
[illegible] Executive Offices	$ [illegible]	[illegible]	$ 65,000	$ 44,[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Department of Computer [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Department of [illegible] Services	[illegible]	[illegible]	[illegible]	[illegible]	17,070
Department of Personnel Services	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] of Arts & [illegible] Liberal Art.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] of Education	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] of Fine Arts	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] Graduate School	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

The average FTE student enrollment figures set forth in the above schedule are university-wide figures throughout the schedule. Such figures are most meaningful when salaries of the administrators serving the entire campus are being compared--such as those administrators listed on the schedule down to and including the position of Registrar.

It is recognized that when comparing the salaries of the deans of specific colleges and schools in the universities it would be preferable to have available the FTE student enrollment figures of these specific colleges and schools being compared. However, the divergence of recordkeeping operations of the various universities included in the study, brought about by such factors as geographical dispersion of university operations, preclude effective identification of the graduate and undergraduate students with specific colleges and schools of the respective universities.

Enrollment figures of specific colleges or schools within a university complex are also made less meaningful by the crossover activities of students--both graduate and undergraduate--enrolled in a given college or school but attending courses offered by other colleges or schools of the university.

The exceptions in this regard are in the areas of dentistry, law, and medicine, which are sufficiently specialized and isolated from the other colleges and schools of a university to have meaningful student enrollment figures. Therefore, the salary and enrollment figures for these professional schools are set forth separately below for comparison purposes.

[illegible]

[illegible]

Observations

Examination of the above material reveals that whereas the Howard University FTE student enrollment of [illegible],314 varies from 1,[illegible]62 to [illegible] FTE students below the average FTE student enrollment of the other universities included in the position comparisons, the salaries paid by Howard University to its administrators are higher than the average salaries paid by the other universities to the comparable administrators in 30 of the 36 positions listed.

Regarding the 6 positions in which the Howard University salary is lower than the average salary of the other universities the differences vary from $507 (Dean of Education) to $1,[illegible] (Director of Student Housing), whereas regarding the 30 positions in which the Howard University salary is higher than the average salary of the other universities the differences range from $217 (Chief Librarian) to $10,[illegible]14 (Chief Student Life Officer).

It is reiterated that these salary differences do not include the 5 percent Howard University salary increase of January 1, 1973, to all employees, the same having occurred midway through the fiscal year.

Since the average salaries were compiled from salaries paid by 2 other universities in Washington, D. C., as well as by other within-the-city-type universities of large metropolitan areas in which living costs, employment markets, and other problems are comparable, it is considered that Howard University administrative salary ranges are generally excessive.

With reference to the Howard University claim of being directly competitive with the U. S. Government in the labor market, it is noted that the other 2 universities in Washington, D. C., included in this study--George Washington University and Georgetown University--do not feel as directly competitive with the U. S. Government. These universities, having limited income and being required to balance their books over the long run,must set salaries in accordance with the amount of money available rather than in accordance with the Federal pay scales. These universities consider themselves to be more in competition with other university and private industry influences and they operate independently of direct U. S. Government influences when fixing salary and wage scales. However, they consider the U. S. Government to have an indirect effect on their operations, due to the area-wide salary/wage level influences of the Federal payroll, and to have an occasional direct effect in forcing university pay raises in certain categories. An occasion of this nature would arise, if a capable specialized employee, or group of employees, would threaten to leave the university in favor of U. S. Government employment offered in his employment category. In such an instance the university would be forced to raise the salary level of its employee in order to retain his services.

In their general operations, however, these universities must function within the expenditure parameters established by their respective budgets and must fix salaries accordingly. Therefore, salaries set at the beginning of a fiscal year must be adhered to whenever possible throughout the fiscal year.

D. Nonprofessional Salaries

1. Salary Range Comparison of University Nonprofessionals

The annual salary range tables below compare certain nonprofessional positions at Howard University with those of other universities for the academic year 1972-1973. Concerning Washington University, however, only salary rates effective July 1974 were available. The tables include the 1974 rates because Washington University officials assured the Investigative Staff that because of the wage freeze in effect during 1973, salary rates for nonprofessionals remained substantially the same.

The positions selected for comparison were based on data furnished to the Investigative Staff by the universities. Since data on numbers of nonprofessionals was not reported by the universities in most instances, no comparison was made. Some universities were excluded from the comparative analysis because the requested data was not received in time, or the information reported was of such a nature that the Investigative Staff was unable to use it for comparative purposes. Those universities who did not furnish salary range data for specified positions are identified in the tables.

The Office of Education Manual for Manpower Accounting in Higher Education was used as a guideline for classifying nonprofessionals in the selected categories (crafts and trades, office, service and technical).

About 75 percent of Howard's nonprofessionals are classified for pay scale purposes as GS employees by Howard University, and, as such, their salaries are geared to Federal pay raises whenever they occur (see Chapter III for further discussions on the subject). None of the other universities involved in the comparison use the GS system. Since Howard was using 2-GS pay scales for FY 1973, the salary range for each are shown separately for comparative purposes.

For comparison purposes, the category of crafts and trades, shown in the following schedule, includes such positions as carpenter, electrician, locksmith, machinist and plumber. The maintenance and operations category includes such positions as laborer, truck driver, landscape gardener and building maintenanceman.

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]									
Minimum	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	[illegible]	[illegible]
Maximum	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	[illegible]	[illegible]
Midpoint	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	[illegible]	[illegible]
[illegible]									
Minimum	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	[illegible]	[illegible]
Maximum	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	[illegible]	[illegible]
Midpoint	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	[illegible]	[illegible]
[illegible]									
Minimum	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	[illegible]	[illegible]
Maximum	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	[illegible]	[illegible]
Midpoint	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	[illegible]	[illegible]
[illegible]									
Minimum	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	na	[illegible]
Maximum	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	na	[illegible]
Midpoint	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	na	na	[illegible]

na Data not available.

Annual Salary Range Comparisons of Selected University Nonprofessionals for Academic Year 1972-73

Position	Amount Over Other Universities	Midpoint Salary 1/ Howard	Combined Average Midpoint-Other Universities
Clerk-Typist	$1,763	$ 7,869	$6,106
Clerk	4,104	10,393	[illegible]
Receptionist	3,040	[illegible]	5,256
Secretary	[illegible]	10,393	7,395
Crafts and Trades	626	10,393	[illegible]
Operation and Maintenance	[illegible]	10,013	[illegible]
Service	1,068	8,353	7,293
Technical	[illegible]	10,353	8,904

1/ Amounts represent the combined average salary rate of 2 Howard University pay scales in effect during FY 1973.

Observations

An analysis of the figures above indicates that in 6 of the 8 positions shown, the minimum and maximum salary range of Howard's nonprofessionals exceeded the combined average of the other universities. Furthermore, Howard's midpoint salary range was above that of the other universities in every instance. Also worthwhile noting is the fact that in 4 of the 8 positions shown, Howard's salary range was higher than the combined average of the other universities while Howard's nonprofessionals were being paid under the 1972 GS pay scale.

Another fact worth pointing out is that although the 1974 pay scale for Washington University was used, Howard's midpoint salary range under the 1972 pay scale exceeded that of Washington University in 7 of the 8 positions shown in the table.

2. Comparison of Selected Nonprofessional Positions at Howard University

The following table compares selected nonprofessional positions at Howard University for FY 1973 and FY 1975. Also included for comparative purposes is Howard's FY 1975 salary range for the positions which increased in number during FY 1974 and FY 1975.

Nonprofessional Position	Fiscal Years 1973	Fiscal Years 1975	Increase (Decrease)	Salary Range Fiscal Year 1975 Midpoint	Salary Range Fiscal Year 1975 Maximum	Salary Range Fiscal Year 1975 Minimum
Custodian	122	172	50	$ 9,226	$11,297	$7,155
Secretary	258	322	64	10,692	14,187	7,198
Supervisor	22	75	53	14,186	20,677	7,696
Technician	40	91	51	11,273	16,138	6,408
Totals	442	660	218			
Total Non-Professional Positions	1,174	1,104	(70)			

Observations

While the figures in the table indicate an overall decrease (70) in the total nonprofessional positions at Howard for FY 1975, they also show a 49 percent increase in the 4 positions selected for the same period. No data was readily available from Howard which would show the grade levels in the 70 decreased positions. Also, the Investigative Staff was unable to determine the total salary cost to Howard for each of the new positions filled during FYs 1974 and 1975. However, the FY 1975 salary range table would seem to indicate that substantial funds would be needed for these additional positions.

C. Benefits

1. Howard University Benefits

During FY 1973 Howard University made available the following benefits to its nonfaculty employees, many of which are identical to or similar to benefits received by faculty employees.

The following benefits are identical (with exceptions noted) to faculty employee benefits described in the faculty section of the report.

Social Security

Retirement Plan

Nonfaculty employees were admitted to the TIAA-CREF underwritten standard deferred annuity plan in the same manner as instructors were admitted. All other aspects of the retirement plan for nonfaculty employees are identical to those described in the faculty section.

Medical Insurance

Life Insurance

Guaranteed Disability Income Protection

Unemployment Compensation

Workmen's Compensation

Educational Subsidy - Tuition Allowances

Holidays

The following benefits are in addition to those made available to faculty employees.

Annual Leave

Nonfaculty employees of Howard University were entitled to annual leave with full pay each year accrued in the following manner: (a) 15 days a year for employees with less than 3 years of service; (b) 20 days a year for employees with 3 but less than 15 years of service, and (c) [illegible] days a year for employees with 15 or more years of service. Annual leave could not be accumulated in excess of that which could be earned in an 18-month period.

Sick Leave

Employees could earn 13 days of sick leave a year with unused leave being allowed to accumulate from year to year without a maximum.

Special Leave With Pay

Court Leave. Employees were allowed to take special leave with pay for the purpose of serving as a juror or attending a court of law as a witness.

Military Leave. Employees were allowed to take special leave with pay for annual military reserve training limited to a maximum of 15 calendar days a year. Reservists ordered to active duty were entitled to this benefit at the time of their separation from the University if they had not used the benefit during their last year of University employment.

Special Leave Without Pay

Maternity Leave. Female employees with at least 1 year of service at the University were allowed to take maternity leave for a period of 14 weeks to include 6 weeks before and 8 weeks after confinement for child birth. The period for maternity leave could have been extended up to 6 months on request. Maternity leave was to include all accumulated annual leave and sick leave beyond the extent of which leave was to be taken without pay.

Educational Leave. Employees who had completed 2 years of service at the University were eligible for leave without pay up to a maximum period of 1 year for educational purposes directly related to the work they were doing at the University. During this period of leave, the employees were eligible for temporary or part time work within the University.

In addition to the above listed benefits, the President of Howard University received the use of a University-owned residence and a chauffeur-driven automobile. The cost of operation of the President's residence at

2035 16th Street, N.W., Washington, D. C., was $[illegible], for FY 1973, including the salaries of a maid, a gardener, and a utility custodian. The chauffeur's salary of $[illegible] was charged separately to the cost of operating the President's office in FY 1973.

2. Comparison With Other Universities

Review of the benefits provided by 7 of the [illegible] other universities included in this study (Boston University data not having been received) revealed those offered by them to be substantially the same as those offered by Howard University. The differences between these benefits were minor and tended to be balanced when compared in total. It was found that the presidents of each of the universities contacted were provided with residences and automobiles. The only difference in this regard was the absence of a chauffeur for the presidents of the other universities where inquiry was made.

3. Salary and Benefits Costs— Comparisons With Other Universities

Set forth below is a schedule comparing the numbers of personnel, as well as the salary and benefits costs of nonfaculty personnel of Howard University—both professional and nonprofessional personnel—with those of the other universities included in this study, except for New York University and Boston University which furnished no information in this area.

Insofar as the figures provided by the respective universities will allow, the personnel numbers and the salary and benefits costs of each university are divided into the 5 functional areas of university activities: (1) administrative and general, (2) instruction, (3) libraries, (4) operations and maintenance, and (5) auxiliary enterprises. This could not be accomplished with the information provided by Case Western Reserve University, which furnished salary and benefits cost data in a form not compatible with the schedule except in total figures, and it also could not be accomplished with the information provided by Temple University, or Washington University, which furnished personnel numbers only in total figures.

The schedule is intended to facilitate a general comparison of the numbers of personnel engaged in the various areas of university operations and the average combined salary/benefits cost per employee in each area. The total figures at the bottom of the schedule are intended to facilitate a general comparison of nonfaculty personnel numbers and costs on a university-wide basis. The average compensation figures on the schedule are based on the numbers of personnel and salary/benefits cost information provided to the Investigative Staff by representatives of the respective universities.

[illegible]

[illegible] SALARIES

	[illegible]	[illegible]	[illegible]	Georgetown University (1)	Loyola University	Temple University
[illegible]						
[illegible]	[illegible]	[illegible]	[illegible]	305	[illegible]	
[illegible]	[illegible]		[illegible]	33	192	
[illegible]	[illegible]		[illegible]	619	377	
[illegible]	[illegible]		$ [illegible]	$ 3,137,563	$ 3,634,409	$ 8,144,770
[illegible]	[illegible]		[illegible]	318,030	431,012	977,250
[illegible]	[illegible]		[illegible]	3,455,600	4,065,550	9,121,250
[illegible]	[illegible]		[illegible]	11,389	6,543	
[illegible]	[illegible]		[illegible]	1,043	500	
[illegible]	[illegible]		11,400	11,339	7,543	
[illegible]						
[illegible]	[illegible]	[illegible]	[illegible]	448	759	
[illegible]	[illegible]		[illegible]	45	104	
[illegible]	[illegible]		[illegible]	[illegible]	461	
[illegible]	[illegible]		$ [illegible]	$ [illegible]	$ [illegible]	$ 8,707,[illegible]
[illegible]	[illegible]		[illegible]	[illegible]	328,574	[illegible]
[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	9,819,040
[illegible]	[illegible]		7,085	6,5[illegible]	3,470	
[illegible]	[illegible]		830	601	436	
[illegible]	[illegible]		[illegible]	9,1[illegible]	4,106	
[illegible]						
[illegible]	[illegible]	146	56	149	119	
[illegible]			23	27	40	
[illegible]			33	122	43	
[illegible]	[illegible]		$ [illegible],411	$ 1,0[illegible]	$ [illegible]	$ 1,0[illegible]
[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible],000

Observations

Examination of the above schedule reveals that the average combined salary/benefits cost per employee of Howard University in the administrative and general category was the highest among the 4 universities included in the comparison. At $1[illegible],454 per employee the Howard University cost was about $[illegible] per employee above second place George Washington University at $11,[illegible] and third place Georgetown University at $11,[illegible].

In the instruction category, Howard University was again the highest among the 4 universities compared. Howard University's cost of $1[illegible],7[illegible] per employee was more than $1,500 per employee above second place Georgetown University's $[illegible],107, and nearly $4,[illegible] above third place George Washington University's $[illegible],257.

Howard University at $10,[illegible] per employee ranked second in the libraries category behind George Washington University's $11,[illegible]. Georgetown University, at $7,[illegible], ranked third among the 4 universities compared.

In the operations and maintenance category Howard University at $[illegible],73[illegible] per employee again ranked second among the 4 universities compared. Loyola University ranked first with an average combined cost of $10,7[illegible] per employee, a cost considered to have been brought about by the problems of maintaining scattered facilities in various areas of the City of Chicago and its suburbs, as well as abroad. Georgetown University ranked third with a cost of $[illegible],1[illegible] and George Washington University was fourth at $[illegible],117 per employee.

In auxiliary enterprises and activities Howard University with a combined cost per employee of $7,[illegible] was again second among the 4 universities, with George Washington University in first place at $8,[illegible] and Georgetown University in third place at $7,100.

In the totals category, considered the most meaningful because it is a university-wide comparison including [illegible] other universities, Howard University at $[illegible] in average combined salary/benefits cost per employee ranked highest, being $1,[illegible] per employee above second place Case Western Reserve University which had a cost of $10,470 per employee. George Washington University ranked third, more than $1,[illegible] per employee below Howard University, at $[illegible] and Georgetown University ranked fourth at $[illegible] per employee.

IV. EXPENDITURES PER STUDENT

Comparison of Howard University Expenditures with Selected Universities

The table below compares expenditures incurred by Howard and other universities for student education in FY 1973 (academic year 1972-1973). Because of the complexity in which university records are maintained and in the best interest of time, the Investigative Staff limited its comparison to the major schools of instruction where most costs were incurred; namely, law, dentistry, and medicine. The combined costs of the undergraduate and graduate schools were also compared.

The financial records of Howard and some of the other universities did not account for the allocation of indirect costs to any of the instructional areas so as to reflect a more accurate cost per student figure or cost per credit hour of instruction. Therefore, in order to arrive at an expenditure per student figure and for consistency purposes, the staff allocated indirect costs such as administrative and general, operation and maintenance, and library expenses on the basis of full-time equivalent (FTE) students in each school and the university's total FTE enrollment.

Sponsored research, student aid, auxiliary enterprises, and hospital costs were excluded from the computation. University officials explained that income from sponsored research is realized when funds are expended and is therefore considered an "in and out" item. Student aid and auxiliary enterprises were excluded because they are not considered educational and general expenses.

The table below also compares the expenditures per student on a university-wide basis, computed by dividing each university's total current expenditures (exclusive of the expenses discussed above) by the total FTE students.

New York University was omitted from our comparison because the information requested was not received by the cut-off date.

Observations

An analysis of Howard's expenditures per student compared with the combined averages of the other universities shows that Howard's costs were higher than those of the universities in 3 of the 4 areas of instruction selected, ranging from $559 for undergraduate and graduate schools to $2,250 for dental school. On a university-wide basis, Howard's expenditures per student also exceeded the combined average of the other universities by about 800.

V. TUITION, FEES, AND OTHER CHARGES TO STUDENTS

A. Howard University Charges

1. Academic Year 1970-1971

Howard University charges to students during academic year 1970-1971 are itemized below in 3 categories: (a) comprehensive tuition charges, (b) incidental charges, and (c) living expenses.

a. Comprehensive Tuition Charges

Full-Time Students: Undergraduate/ Graduate/Professional

Tuition charges for full-time students were made on a semester basis in all areas of instruction except dental hygiene, dentistry and medicine, in which areas they were made on an annual basis. The table below specifically identifies the tuition charges made in each individual area of instruction. In instances where the tuition charges were stated on a semester basis by the University, the annual (2 semesters) rate was added to the table by the Investigative Staff.

HOWARD UNIVERSITY: TABLE OF COMPREHENSIVE
TUITION CHARGES FOR ACADEMIC YEAR 1972-1973

College or School	Semester Charge	Annual (2 Semester) Charge
Architecture and Planning	$450	$ 900
Business and Public Administration	450	900
Communications and Broadcast	450	900
Dental Hygiene	---	900
Education	450	900
Engineering	450	900
Fine Arts	450	900
Music	482	964
Music fee for student from other division	65	130
Graduate School	450	900
Liberal Arts	450	900
Nursing	450	900
Pharmacy	450	900
Religion	450	900
Social Work	450	900
Law	450	900
Dentistry	---	1,050
Dental Post Graduate:		
Oral Surgery:		
Didactic Year	---	1,050
Internship Year	---	130
Residency Year	---	130
Orthodontics	---	1,250
Pedodontics - 1st year	---	1,250
- 2nd year	---	1,050
Medicine	---	1,200

Part-Time Students

A student was considered by Howard University as a part-time student if he took 11 semester credit hours or less of undergraduate work per semester or 9 semester credit hours or less of graduate work per semester. Part-time students were required to pay tuition fee assessments of $45 per semester credit hour of undergraduate courses and $55 per semester credit hour of graduate courses.

B. Incidental Charges

The following charges were generally applicable to all students, whether undergraduate, graduate, or professional, during academic year 1976-1977.

Application fee (required of all applicants for admission)	$10.00
Enrollment fee (paid only once upon acceptance)	60.00
Late registration or late payment fee (charged after the scheduled days for registration, and for failure to meet deferred payment agreement - $7 for 1st day and $1 per day thereafter)	7.00 - 15.00
Deferred payment fee	5.00
Transcript fee (a per-copy charge after 1 free copy was provided)	1.00
Change of program fee (a per-change fee)	5.00
Part-time incidental fee (charged to part-time students each semester)	30.00
Student activities fee (charged to full-time students each semester)	12.50
University fee (charged to all regular full-time students each semester)	[illegible]
Duplicate diploma fee	10.00
Duplicate identification card fee	1.00
Thesis binding fee (a per-copy fee after the first 2 copies were bound without charge)	3.00
Locker fees:	
Gymnasium	1.00
Other	2.00
Keys	1.00

In addition to the above fees, third- and fourth-year dental students pursuing D.D.S. degrees were required to pay a dental board examination fee of $25. All university students were expected to purchase their own books and instruments as required of them by the respective colleges and schools in which they were enrolled.

c. Living Expenses

All students residing in campus facilities were required to pay accommodations fees according to the following table during academic year 1972-1973:

Damage deposit fee (including room reservation and key charges)	$ 25.00
Room rent in residence halls per semester:	
Single room per person	275.00
Double room per person	225.00
Triple room per person	175.00
Additional Charges:	
Room with lavatory (basin and commode)	10.00
Room with complete bath	25.00
Food service in dining facilities per semester:	
Economy plan (10 meals per week)	222.00
Regular plan (19 meals per week) (A 5% discount was allowed on regular plan if taken on a yearly basis)	265.00

2. Academic Year 1973-1974

Howard University continued to maintain the same tuition and fee schedule during academic year 1973-1974 with the following exceptions: (a) a charge of $30 per credit hour was imposed for all undergraduate work above 15 hours per semester taken by individual students; (b) the graduate school tuition was increased by $40 for students taking from 9 to 15 semester credit hours of work and by an additional $40 per semester credit hour for each hour of work taken above 15, (2) the deferred payment fee was increased from [illegible] to [illegible], and (3) a health fee of $25 per year was added.

In addition, the room cost increased by $50 per room per semester to [illegible], [illegible], and [illegible] respectively, and the laundry and [illegible] both optional expenses increased by $5 and $10, to $15 and $35 respectively. Economy food service increased by $30.75 to a new level of $200.70 for the first semester of the academic year and by $17.50 to $207.75 for the second semester. Deluxe food service increased by $43.80 to a new level of $300 for the first semester and by $17 to $277.20 for the second semester.

b. Academic Year 1974-1975

For academic year 1974-1975 Howard University increased its tuition fee for undergraduate and graduate students from $450 per semester to $550 per semester, but made no additional tuition charge to graduate students taking as many as 15 semester credit hours of work. An excess hourly charge of $30 per hour was levied against undergraduates who took over 18 credit hours of work and an excess hourly charge of $40 per hour was levied against graduate students who took over 15 credit hours of work. Tuition for music students in the School of Fine Arts was raised from $492 to $584 per semester.

In addition, the part-time rates were increased from $35 to $50 per semester credit hour of work for undergraduate students and from $55 to $65 per semester credit hour for graduate students.

Tuition for law students was increased from $450 to $575 per semester and tuition for medical students was raised from $1,200 to $1,500 per year. Tuition for dental hygiene students increased from $400 to $1,100 per year and tuition for dental students increased from $1,050 to $1,350 per year. Association fees of $11.50 per semester were also added to dental student charges. At the dental post graduate level, tuition increases were as follows:

Oral Surgery
  Didactic year — no increase from $1,050
  Internship year — from $140 to $200
  Residence year — from $140 to $200

Orthodontics — from $1,250 to $1,500

Pedodontics — from $1,250 and $1,050 to $1,500

Room rent did not increase from academic year 1973-1974 [illegible] but food service increases as follows:

Complete service:
  First semester — from $280.00 to $314.00
  Second semester — from $257.00 to $273.16

Regular service:
  First semester — from $260.00 to $284.00
  Second semester — from $277.00 to $300.00

D. [illegible] With Other Universities

Set forth below is a schedule comparing tuition charges and living expenses at Howard University during academic year 1975-1976 with similar charges made at 7 of the other universities included in this study. New York University, having failed to provide a fee schedule, could not be included in the comparison.

Because as the incidental fees charged to students vary in name and description with each university, no effort was made to compare them individually. The charges shown on the schedule are annual fees based on the standard school year of 2 semesters.

The variances in the room rent were resultant from quality differences between the accommodations offered and the number of persons intended to occupy each room. The variances in the food service were based on the number of meals taken at university facilities according to the different meal plans offered. Loyola and Temple Universities did not separate room rent and food service charges.

Temple University, being a state-supported institution, offered different tuition rates for residents and nonresidents of the state.

The following schedule facilitates a comparison of the actual direct income received during academic year 1972-1973 from students of Howard University and the other 8 universities included in this study. The initial part of this comparative schedule shows the total amount of income received from students in the major areas of academic activity as well as on a university-wide basis. The second part shows in the same areas of academic activity the FTE student enrollment of each of the universities included. The last part shows the average tuition and fees paid by the students in these areas of academic activity, as well as the average tuition and fees paid by the students on a university-wide basis.

The next comparative schedule appearing in this section is supplemental to the schedule immediately above and in essence summarizes the above schedule by comparing Howard [illegible]ity income from students with the combined average income from students of the other universities included. This last schedule clearly portrays Howard University's income from students relative to the average income from students of the other universities. The university-wide figures in this schedule include a combined average of all 3 of the other universities included.

Examination of the above schedule reveals that Howard University's tuition and living charges for academic year 1972-1973 were consistently and substantially below those of the other universities included, in this study with the exception of the in-state tuition charges made by Temple University to the residents of the State of Pennsylvania. In all instances of comparison of Howard University tuition charges with those of neighboring George Washington University and Georgetown University, the charges made by these neighboring universities more than doubled the related charges made by Howard University.

It then follows that the total income received from students by Howard University was substantially below the total income from students received by each of the other universities.

Of particular significance is the fact that when compared with each individual university on an average income per student basis, Howard University was in all instances below each of the other universities in every area of major academic activity. Carried further to the university-wide average income per student figures, Howard University's average income per student was less than one half of the average income per student received by 6 of the 8 universities compared. Of the remaining 2 universities, the average income per student of Loyola University nearly doubled Howard University's figure and the only university even relatively close to Howard University's figure was the state-supported Temple University which must necessarily charge lower fees to Pennsylvania residents. Even though operating under these restraints Temple University was able to post a substantially higher income per student figure than Howard University.

The last schedule in the section demonstrates the fact that when compared with the average income per student of all other universities combined, Howard

University's income per student figures in each of the listed areas of academic activity, as well as university-wide, were less than one half of the income per student figures of the other universities.

VI. STUDENT FINANCIAL ASSISTANCE

A. Types of Assistance Available

The Howard University student financial aid program is many faceted under the general groupings of scholarships and fellowships, grants, loans, and employment. Most of the financial aid programs require full time attendance, satisfactory scholastic status, and the documentation of need on the part of each recipient. The University determines the student's total educational costs from which family contributions and outside support are subtracted. The balance then represents the student's unmet need and the University attempts to meet this amount through various types of student aid. The process is called "packaging" and might include 2 or more types of aid, such as a scholarship and a loan.

Scholarships and Fellowships

Scholarships, with the exception of the federally funded Health Professions Scholarship Program are funded by Howard University or outside private sources. Scholarship awards are generally restricted to needy students with favorable records who have demonstrated or show promise of high academic achievement. Some are for tuition only but others provide for other expenses. Primary among these are Trustee Tuition Scholarships and National Competitive Scholarships, both of which are funded by the University.

Trustee Tuition Scholarships, which are limited to tuition assistance, require full time attendance and not less than a 3.00 (B) scholastic average for the academic year preceding the year covered by the award.

National Competitive Scholarships are available to undergraduate freshmen who were top ranking high school seniors the previous year. They are for the varying amounts of $1,250, $1,500, and $1,700 a year, and they are renewable for

3 years. For renewal a freshman student must maintain a 1.75 average and upperclassmen must maintain a 2.00 average.

Besides those named, there are various other privately funded scholarships available to worthy students.

Fellowships, like scholarships, are privately funded through the University. Fellowships, which are based on high academic achievement, provide for the educational costs of the graduate student in receipt of the award and also pay a stipend to him without the requirement of service on his part to the University.

The Health Profession Scholarship Program provides for grants up to $1,500 a year to eligible students in dentistry, medicine, and pharmacy, and grants up to $1,000 a year to eligible students in nursing. The program is intended to provide financial assistance to students in exceptional need who are pursuing courses of study in these selected fields.

Grants

Special talent grants-in-aid in athletics, music, drama, and debate are funded by the University. Students selected for participation in this program must demonstrate a need for financial assistance and must be recommended by the director of athletics, for athletics grants-in-aid, or by the dean or sponsor concerned in other areas.

The federally funded Supplemental Educational Opportunity Grants Program (formerly known as the Educational Opportunity Grants Program) provides for grants to needy students up to $1,500 a year with the provision that the recipient may not receive more than $4,000 in these funds during his undergraduate years. The maximum grant cannot exceed one-half of the sum of the total amount of financial aid provided to a student, but the minimum grant cannot be less than $200.

Loans

The federally funded National Direct Student Loan Program (formerly called the National Defense Student Loan Program) provides for loans up to $10,000 for graduate and professional students, up to $5,000 for students who have completed 2 years of a bachelor's degree program, and up to $2,500 for all other students. Recipients must show financial need and the capacity to maintain good scholastic standing. Repayment begins 9 months after the borrower ceases full or half-time study and may be extended over a 10-year period. Interest of 3 percent per annum is charged at the beginning of the repayment schedule. When it was called the National Defense Student Loan Program the maximum loan amounts were $1,000 and $2,500 per year for undergraduate and graduate students, respectively. The program is 9/10th federally funded and 1/10th University funded.

The Health Professions Student Loan Program provides for loans up to $3,500 per year to students enrolled in medicine, dentistry, and pharmacy, and for loans up to $1,500 per year for students enrolled in nursing. These loans are also repayable over a 10-year period with an interest rate of 3 percent per annum beginning when the loan becomes repayable. This program is also 9/10th funded by the Federal Government and 1/10th funded by Howard University.

The Federally Insured and State Guaranteed Loan Program, which is individually administered by the various states and the District of Columbia, benefits the residents of these jurisdictions by helping them borrow money for educational purposes from banking institutions. Each jurisdiction administers the program according to slightly different procedures. Prior to obtaining a loan through the program, the loan application must be certified by the University denoting that the borrower is enrolled or is eligible for enrollment there. Properly obtained loans are insured against default by the Federal Government.

In addition to the described loans available to students, Howard University maintains a University Loan Fund as a facility for making emergency type loans to students in need of urgent temporary funds. These loans usually bear 2 to 4 percent interest and must be repaid not later than the beginning of the following school year. These loans are University funded.

Employment

Howard University sponsors and fully funds graduate assistantships which are known as staff assistantships if the students are employed in University offices or resident assistantships if the students are employed in University dormitory facilities. A graduate assistant is provided with his educational expenses and an additional stipend for his services.

The College Work Study Program is jointly funded by the Federal Government and the University on an 80/20 percent matching basis, respectively. The program provides employment for students with great financial need. Qualified students may work a maximum of 40 hours during vacation periods but are limited to 15 hours a week of work while attending classes. Pay ranges from $1.60 per hour to $3.50 per hour. Job opportunities under the program are made available on campus and in off-campus agencies with which the University has contracted.

D. Expenditures on Major Programs

Howard University made the following expenditures on student financial aid during the academic year 1970-1971 in the above described major aid programs.

Major Program	Number of Awards	Cost of Awards
Trustee Tuition Scholarships	544	$ 443,210
National Competitive Scholarships	165	335,250
Graduate Fellowships and Assistantships	375	1,129,575
Health Professions Scholarships:		
Dentistry	[illegible]	135,351
Medicine	172	211,010
Pharmacy	40	44,200
Nursing	[illegible]	31,000
Health Professions Loans:		
Dentistry	[illegible]	206,[illegible]
Medicine	132	102,689
Pharmacy	27	72,[illegible]
Nursing	53	34,482
Grants-In-Aid:		
Athletic	150	250,960
Other	41	30,700
Economic Opportunity Grants	240	109,117
National Direct Student Loans	320	167,299
College Work/Study Program	327	394,032

During the academic year 1972-1973, Howard University processed an estimated 1,400 applications under the Federally Insured and State Guaranteed Loan Program but could not determine the numbers or amounts approved or rejected as these programs are administered by the various states and not by Howard University. While most universities maintain a record of how many certified applicants actually enroll, Howard maintains no central record in this regard.

C. Total Expenditures by School or College

According to the audited financial statement of Howard University for FY 1973, the University made an expenditure of $3,271,616 as in direct student financial aid during that fiscal year. In addition to this, the financial statement reflected the administrative and general expenditure of $[illegible]2,553 as the cost of operating the financial aid office.

In its annual report to the university for academic year 1972-1973 (which coincides with FY 1973) the financial aid office reported an expenditure of $3,398,720 in direct financial aid to students. The $127,104 discrepancy between the financial statement figure and the annual report figure was not reconciled by Howard University, although a request in this regard had been made by the Investigative Staff.

The financial statement dealt only in total figures whereas the annual report furnished specific information related to each area of the student financial aid program. The annual report, which should be considered substantially correct although it was not reconciled with the financial statement, summarized the student aid programs for academic year 1972-1973 as shown on the following page.

As reported in the above summary, 5,023 students had received 5,772 student financial aid awards totaling $3,390,722. Based on Howard University's FTE student enrollment of 9,914 during the fall semester 1972, the percentage of Howard University students who had received student financial aid during academic year 1972-1973 was 50.67 percent.

Further review of the annual report revealed that 3,892 undergraduate and graduate students had received the 4,204 undergraduate and graduate awards totaling $2,181,225, 460 law students had received the 623 law student awards totaling $255,021.50, 251 dental students had received the 279 dental student awards totaling $356,001.00, and 420 medical students had received the 666 medical student awards totaling $605,570.50. These students make up the total of 5,023 students who received the $3,390,722 worth of awards reflected in the above summary.

The medical student awards set forth above relate only to students actually enrolled in the College of Medicine and do not include students enrolled in the Graduate School who were in pursuit of graduate degrees in health sciences areas, such as biochemistry, which were taught at the College of Medicine. The section relating to undergraduate and graduate student awards includes any of these graduate students who might have received such awards.

Based on the FTE student enrollment figures for the fall semester of 1972, 460 or 92 percent of the 500 law students enrolled, 251 or 64.19 percent of the 392 dental students enrolled, 420 or 89.36 percent of the 470 medical students enrolled and 3,892 or 45.51 percent of the 8,552 undergraduate and graduate students enrolled had received student aid awards during academic year 1972-1973. Therefore, a total of 5,023 or 50.67 percent of the 9, 914 FTE total student enrollment had received student financial assistance during academic year 1972-1973.

The following schedule compares the average expenditures per student at Howard University with the average tuition and fees income per student and the amount of this tuition and fees income which is supported by student financial assistance programs during academic year 1972-1973. The last 2 lines of the schedule then compare the amount of the expenditures per student which is supported by the University with the amount actually paid for (out-of-pocket) by the average student in the various major areas of academic activity. The expenditures per student figures in the schedule do not include university expenditures on sponsored research, student aid, or auxiliary enterprises activities.

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,652
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	542
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,432
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	140

[illegible]

Observations

Examination of the above schedule reveals that while all students were substantially subsidized, the dentistry and medical students were almost entirely subsidized during academic year 1972-1973 by university absorption of the major expenditures and student financial aid programs making up most of the difference. The schedule reveals that the bulk of the out-of-pocket tuition and fees income was received from undergraduate and graduate students, whereas the professional students in law, dentistry, and medicine, who normally would have more to gain economically from the education received, were given far better treatment by the university in this regard.

D. Comparison of Howard University Student Aid With Other Universities

The table below compares Howard's student aid university-wide with that of other selected universities for FY 1973. The average student aid expenditure per student was computed by dividing the total student aid expenditure for each university by the number of FTE students enrolled.

Comparative Schedule
Howard University Student Aid
With Other Universities - FY 1[illegible]

University	Total Student Aid Expenditures 1/	FTE Student Enrollment	Average Student Aid Expenditure Per Student
Boston	$ 7,[illegible]	17,[illegible]	$ [illegible]
Case Western Reserve	3,[illegible]	7,7[illegible]	[illegible]
George Washington	1,753,1[illegible]	[illegible]	145
Georgetown	[illegible],435,2[illegible]	[illegible]	[illegible]
Loyola/Chicago	1,[illegible]	10,[illegible]	1[illegible]
New York	[illegible]	[illegible]	4[illegible]
Temple	[illegible],774,[illegible]	21,72[illegible]	404
Washington	[illegible]	[illegible],331	[illegible]
Totals	$40,[illegible]	[illegible]	$[illegible]
Combined Average - Other Universities	$ [illegible]	1[illegible]	$ [illegible]
Howard	$ 1,[illegible]	[illegible]	$ 33[illegible]

1/ Amounts taken from financial statements of each university listed.

Observations

An examination of the above figures indicates that Howard's total student aid expenditure and its average student aid expenditures per student were lower than the combined averages of the other universities. Howard ranked sixth in both of these categories. However, when compared to George Washington and Georgetown universities in these same categories, Howard's student aid expenditures were higher.

VII. FOREIGN STUDENT ENROLLMENT

A. Geographical Origin and Enrollment of Foreign Students at Howard University

The following table shows the number of foreign students and their geographical origin attending Howard for academic year 1972-1973. The table also compares the total foreign student enrollment as reported in Howard's 1972-1973 Annual Report, and the total FTE foreign student enrollment as reported to the Office of Education by the University. No geographical distribution data was available for FTE foreign students.

Foreign students from countries representing the Organization of Petroleum Exporting Countries (OPEC) are identified in the table.

GEOGRAPHICAL ORIGIN AND DISTRIBUTION OF FOREIGN STUDENTS ATTENDING HOWARD UNIVERSITY FOR ACADEMIC YEAR 1972-1973

Geographical Area	Foreign Student Enrollment		Difference - Enrollment Over FTE
	Enrollment	FTE	
Africa	[illegible] 1/		
Caribbean	766		
North America	60		
Central America	23		
South America	[illegible] 2/		
Europe	42		
Far East	[illegible] 3/		
Near and Middle East	[illegible] 4/		
Totals	2,575	2,143	432
Total FTE Enrollment	9,974	9,014	
Percentage of Foreign Student Enrollment	26%	23%	

Note: Foreign students from OPEC include:
1/ [illegible] students from Nigeria and 7 from the United Arab Republic.
2/ 3 students from Venezuela.
3/ 1 student from Indonesia.
4/ 149 students from Iran and 5 from Iraq.

Observations

According to testimony given during the FY 1974 House Appropriations hearings by Dr. James E. Cheek, President of the University, Howard's intended mission from the date it was founded in 1867 was to serve a national constituency. However, over the years, Howard has taken upon itself to expand its mission to include the education of foreign students.

In response to inquiries by the Investigative Staff concerning foreign student enrollment, Howard officials provided the following information:

-- Howard considers enrollment of foreign students traditional and maintains no quota system.

-- No out-of-state tuition fee is charged to foreign students because many of them come from less developed countries.

-- Foreign students are not eligible for financial assistance during their first year at Howard. After 1 year, the student may apply for University-sponsored scholarships. The student cannot receive aid from a federally-supported program. However, grants for graduate study are available on a competitive basis through the U. S. Department of State. Howard classifies student aid recipients according to source of aid and division of the University, but they do not accumulate data as to the nationality of grantees. Therefore, they could not provide a list of foreign students receiving aid.

-- Inquiry and recommendations from the embassies was a reason given for Howard's admitting a large number of foreign students.

-- Many of the foreign students are engineering majors.

-- Howard is satisfied with the quality of the foreign students that attend the University citing that they help Howard maintain a high academic standard when compared to other universities and colleges.

Office of Education Study

In October 1974, the U. S. Office of Education issued a report on the foreign student role of Howard. Some of the more pertinent recommendations in the report provided for: (1) encouraging and financing Howard students to study abroad, (2) faculty participation in international exchange should be considerably increased, (3) greater attention should be given to the foreign student's ability to provide for the cost associated with attendance at Howard and that at minimum, a certification is filed covering the source of funds for at least the first year of study, (4) the University should increase its effort to provide more tuition scholarships to the large foreign student enrollment at the University, and (5) the University should increase its efforts to obtain outside support for scholarships, assistantships, and fellowships for foreign students.

The recommendations contain some ambiguity and inconsistency as, while they state greater attention should be given to foreign students' ability to provide for the costs of attendance, they go on to recommend increased efforts to provide additional financial aid to foreign students.

B. Comparison of Foreign Student Enrollment

The table below compares the FTE foreign student enrollment at Howard with selected universities for academic year 1972-1973. The FTE student figures shown were reported to the Office of Education by Howard University and the other universities, respectively.

COMPARISON OF FOREIGN STUDENT ENROLLMENT
FOR ACADEMIC YEAR 1972-1973

University	FTE Student Enrollment	FTE Foreign Students	Percentage of FTE Foreign Students
Boston	17,404	613	4%
Case Western Reserve	7,708	428	6
George Washington	12,068	848	7
Georgetown	9,146	910 1/	10
Loyola/Chicago	10,466	71	1
New York	23,054	2,255	10
Temple	21,726	540	2
Washington	8,531	347	4
Totals	110,103	6,012	
Combined Average - Other Universities	13,763	752	5%
Howard	9,914	2,143	22%

1/ Includes men only. Data on women not available.

Observations

An examination of the above figures shows Howard's foreign student enrollment was 22 percent compared to the combined average of 5 percent for the other universities. Foreign student enrollment at the other universities ranged from 1 percent to 13 percent with George Washington and Georgetown having 7 and 10 percent respectively.

* * * * *

SALARIES OF NONFACULTY EMPLOYEES

Mr. **Natcher.** Now, Dr. Cheek, one of the factors that brought about this study was the concern on the part of some members of the committee as to whether it is proper to raise the salaries of the nonteaching employees at Howard each time employees of the Federal Government receive a raise. The study, as you know, shows that this practice produces higher salaries at Howard for nonteaching employees than the salaries these employees receive at other educational institutions, either in the District of Columbia or elsewhere.

Now, why should Howard's salaries be tied to those of Federal employees, Dr. Cheek?

Dr. **Cheek.** Mr. Natcher, first of all, this has been taking place since 1940, and I am not familiar with the history of it. One factor in our situation is that we are in direct competition with the Federal Government for secretaries, clerks, stenographers, craftsmen, tradesmen, custodian personnel, certain kinds of professionals in the accounting area, and despite the disclaimer of the other two institutions that they are not in competition, we are in that kind of competition.

We also draw from a very narrow pool for certain particularly skilled personnel; and since we compete in this area against this area's largest employer, namely, the Federal Government, in order to attract and retain such personnel, we have to be competitive.

Mr. **Natcher.** Howard seems to be paying higher salaries to its nonteaching employees than other universities in the Washington metropolitan area. Is this necessary, Dr. Cheek?

Dr. **Cheek.** Mr. Natcher, I am not certain that we are paying higher salaries to our nonteaching personnel in every personnel category, than the other two schools in the Washington area.

I could not derive that from this study because the study did not present the data in that kind of form.

I think that what I said earlier in answer to the first question, a portion of which applies to the second one; namely, the competition is different, and I must say that Howard University is the place where people come when they are attempting to recruit people to meet "affirmative action" programs.

SUPPLEMENTAL APPROPRIATION FOR PAY RAISES

Mr. **Natcher.** Now, Dr. Cheek, we have before the committee a supplemental appropriation request of $2,050,000 for salary increases for your nonteaching employees. What would happen if the committee decided not to approve this request on the grounds that your nonteaching salaries are higher than they should be? What would take place, Dr. Cheek?

Dr. **Cheek.** I would answer it philosophically. I will let Dr. Harris, if you don't mind, answer it pragmatically.

Dr. **Harris.** Mr. Chairman, that request is for nonteaching employees both of Howard University and Freedmen's Hospital. Some of the employees, that is, those who transferred from the Federal Government to Howard under the Freedmen's transfer, by law they are entitled to receive the increases as the Federal Government continues to get them.

That, in essence, at the hospital, would mean that we would have for nonteaching employees two categories of employees, one of which would continue to receive wage increases, the other type of employees, some of whom may be working side by side, would not receive them.

On the university side, we would lose, without any real exception, many of the valued employees that we now have. I know for a fact that within my area, because I have accountants under me, I have great difficulty recruiting and retaining valued accountants because the Federal Government is our largest competitor in these particular areas.

I think basically you would have a severe morale problem and within a 2-year period, I think we would have people who are less than competent to a great degree, particularly in this era of inflation.

Mr. Natcher. Go ahead, Dr. Cheek.

Dr. Cheek. Mr. Chairman, to supplement that and amplify it a little with respect to the hospital, there was a transfer agreement entered into between HEW and Howard University that was signed in July of 1962, which, among other things, pursuant to Public Law 87-262, which was the act to establish the teaching hospital, provision was made as follows, and I quote—It is captioned "Wage and Salary Administration":

> The university will maintain, (*a*) classification and compensation plans equivalent to those of the Federal Government's wage board system, and general schedule system on the effective date of transfer, and (*b*) an annual survey of the classification of all transferred positions occupied by transferees.

In the case of the hospital, if that were to change, we would not be in conformity with this agreement that was entered into in 1962.

Mr. Natcher. Thank you, Dr. Cheek.

Mr. Michel, I have completed my questions, and you go ahead.

HOUSE INVESTIGATION REPORT

Mr. Michel. Thank you, Mr. Chairman.

Dr. Cheek, as you indicated, the committee did by a directive dated June 10 of this past year, direct that a study be made of the cost of Howard University as compared with the cost of educational institutions of comparable size and complexity, both in the vicinity of Washington and in other parts of the United States, and, of course, you have made your own personal exceptions to some of the criteria that were used in making the investigation. But, the committee directed that the study should include comparisons of five general areas; faculty salaries and benefits, nonfaculty salaries and benefits, expenditures per student, tuition fees, and other charges to the students and student assistance.

The study concluded that Howard University's combined cost in the university category was the highest among the seven universities compared.

I would like, Mr. Chairman, now to go to several of the specific points or portions of that report and ask you some questions, Dr. Cheek, and, of course, you are obviously free to respond to them and expand for the record, too.

FACULTY SALARIES

In the first area, the comparison of faculty salaries and benefits, the report says that:

> The average compensation in salaries and benefits combined received by full-time faculty by rank of Howard University, when compared with that of the seven other universities, revealed compensation to Howard professors exceeded the average paid to professors of both George Washington and Georgetown, while ranking third among the eight universities. Howard ranked first in its average compensation to associated professors and assistant professors and fourth in its average compensation to instructors. Therefore, when meaured in a rank-by-rank comparion on a universitywide basis, Howard University compensation to its faculty was substantially above the average compensation rendered to faculty by other universities.

What factors in the labor market require Howard University to pay generally higher compensation to full-time faculty members than that paid by, for example, the other universities mentioned in the report?

Dr. Cheek. Mr. Michel, first, I am not sure I totally agree with the conclusion they reached, but be that as it may, it is certainly no secret in higher education that in order for us to attract outstanding and distinguished teachers, the circumstances surrounding our institution put us in the position where we have to pay more than a comparable institution would.

I happen to note, looking at the AAUP report for the year of this study, that the same thing would obtain if Harvard had been included in this report, because persons at the rank of associate or assistant professor or instructor would be willing to work at Harvard for slightly less compensation.

Howard University is the prime recruiting ground for those universities that are by law or by conscience required to have a certain quota or number of persons distributed among their faculty from minority groups. We don't limit our recruiting, of course, to black faculty but in order to attract faculty who are not black to teach at Howard who are good and not mediocre, we are required to be competitive.

Now, what the report is talking about is averages, and it is not saying that we are at the top, because the AAUP report certainly does not have us in the top 100 universities in the United States with the combined universitywide average of $20,000 average and above, which is their cutoff point. We feel that frankly just to be average is not good enough in our situation, either for recruiting new people or retaining the best people that we have. That is the principal circumstances that we face.

I might also say that the report to which you refer made reference specifically to Georgetown and George Washington. I may be in error, but I don't recall in the 6 years I have been at Howard ever losing a faculty member to Georgetown or George Washington. Our competition, frankly, is national in scope and not just confined to the Washington metropolitan area, when it comes to teaching faculty.

NEW POSITIONS/STUDENT-TEACHER RATIO

Mr. Michel. Your budget provides for some 97 new positions for the purposes of improving the student-teacher ratio. What is the ratio now?

Dr. Cheek. It varies school by school. In making up our request for this year the controlling factor in determining our request was the problems related to accreditation and in almost every instance—or I probably could say in every instance—in a school or college at Howard, the student-teacher ratio is below what would be considered acceptable normative standards. The only exception this year would be the School of Law, where we are at parity with what is required.

Mr. Michel. With these additional people, is that teacher ratio going to improve any?

Dr. Cheek. Yes, it will be improved because we are stabilizing our enrollment. It wouldn't be improved if our enrollment were to increase substantially.

Mr. Michel. I note these personnel increases are averaging over $20,000 per person, including nearly $30,000 in the graduate school.

It seems excessive, particularly at a time of job shortages in the college teaching field, and would appear to bear out the findings of the study of the investigators.

What comments would you have to make to that observation on my part?

Dr. Cheek. In the graduate school, Mr. Michel, a faculty salary of $30,000 for what we have listed here as a senior professor is, of course, not unusual.

In certain fields, depending upon the field—and there the law of supply and demand dictates what we would be required to pay—$30,000 would be an average kind of salary for a senior professor with a distinguished record in research and publications, who is considered an outstanding teacher.

And I think if the other universities had provided certain kinds of details to the investigative staff that were available to the staff from Howard, you would have somewhat a little different picture showing that.

You notice that in the college of medicine, for example, how Howard's salaries stack up in relation to the salaries at all of the schools that are included in the study, including Georgetown and George Washington, where they are considerably below.

Now if you would permit me, I would go further and say that it has never been our representation before this committee that our goal in establishing faculty salary levels was to maintain parity with the 11 schools that we used in our resource study or with any other small sample of institutions but rather that we would be guided by the American Association of University Professors salary scales and our objective would be to obtain step one and to maintain step one, and I have here before me our salaries for the 1973–74 school year in relation to the AAUP for the same year, and I can just indicate how we are in relation to the AAUP scale that I presume the Congress has accepted as a legitimate objective for us.

Mr. Michel. You might do that for the record, though I would question following a salary scale established by professors for professors. Be that as it may, I do want to move on to some of these areas that I am really more interested in, because I know when you get to the highly professional areas, I have very serious reservations about how far the issue can be pursued.

ADMINISTRATIVE SALARIES

In the administrative salaries area, the report says:

> Whereas the Howard University's full-time equivalent student enrollment for fiscal 1973 varied from 1,602 to 8,062 students below the average student enrollment of the other institutions included in the position comparisons, the salaries paid by Howard University to its administrators were higher than the average salaries paid by the other universities to the comparable administrators in 30 of 36 positions compared. And in these 30 positions the Howard University salary was higher than the average salary of the other universities by from $217 to $10,914. These salary differences do not include the 5 percent salary increase to all employees granted by Howard effective January 1, 1973, which is exactly half way through the fiscal year.

Why does Howard pay such consistently higher salaries to its administrators than the average comparable salaries in other universities?

Dr. CHEEK. Mr. Michel, first of all, I take issue with the conclusion of the staff. What has happened on page 39, the last paragraph of the staff report, they indicate how they arrived at this and one would assume from looking at the chart on page 40 that where they have high salary and low salary and average salary, that the high salary would represent the high among the group of the seven, or whatever number of institutions are included there. The way in which they formulated arriving at that, they have actually taken the highest among that group and averaged those out and the same thing is true with the low, and the average is frankly an average of the average. It is my judgment that this is—I have been advised, I should say; I can't say it is my judgment—I will simply say it is the judgment of our accountants that in determining this kind of comparison, that this is an invalid way of doing it. They have actually not listed the true salaries in all of these categories, or true compensation.

Mr. MICHEL. You are not suggesting they just picked some fictitious figure out of the air now?

Dr. CHEEK. No, I am not suggesting that. I am saying they indicated, in order to make the salary figures in the schedule comparable to those of Howard—in other words, they didn't take the figures as they were. They went through a process to make them comparable to those of Howard. They took the employment position salaries and the full-time student enrollment of the universities and averaged those out, and my problem with that is that that is an invalid way of making a comparison.

However, even leaving aside that, we still are faced with the same kind of problems that we have in terms of attracting and retaining personnel.

Now, there is another thing that is involved in trying to compare salaries of what we call executive managerial personnel in higher education, and that is that you have to have comparable job descriptions. The duties and responsibilities of these position titles would have to be known for each and every institution included in this study including Howard University, in order to determine whether or not there is comparability, whether they are out of line, or whether they are consistent.

FEDERAL PAY RAISES TO ADMINISTRATIVE EMPLOYEES

Mr. MICHEL. Let me get to the item of alinement of salaries and positions with the Federal Government and these comments on pages 32, 33, 43 to 44. The report says that:

> Howard University grants the same across-the-board salary increases to its employees, both faculty and nonfaculty alike as those received by the Federal Government employees, although the increased amount is not paid to Howard University employees until after supplemental appropriation is received from Congress. The increase becomes effective retroactively to the same date of the Federal Government pay raise. To facilitate more effective comparability, the University has even developed a system of classifying many of its employees according to the general schedule of the Federal Government. George Washington and Georgetown functions within perimeters of expenditures and do not align themselves with Federal salaries and grades.

Why does Howard consider itself to be directly competitive with the Federal Government in the labor market whereas the other universities contacted in the District of Columbia area do not?

Dr. CHEEK. Mr. Michel, I frankly would like to talk to the presidents of those other two institutions to see if that is actually a fact. It is a fact in Howard's case. I can speak for Howard, that we are in competition with the Federal Government. The Federal Government is the largest employer of personnel in this area. As I indicated to Mr. Natcher while you were out of the room, for secretarial, stenographic, clerical personnel, personnel in the crafts and trades, personnel in technical areas, such as accountants, computer programers, et cetera, we are in competition with the Federal Government. That is simply a fact. We recruit from the Federal Government. The Federal Government recruits from Howard.

In addition to that fact, which we can't dispute from the standpoint of our institution, insofar as our being on the wage scale, when the hospital was transferred to Howard University there was an agreement that was entered into between the Department of HEW and Howard University pursuant to the law passed by Congress transferring the hospital which stated, and I quote under the section on Wage and Salary Administration:

> The University will maintain (a), classification and compensation plans equivalent to those of the Federal Government's wage board system and general schedule system on the effective date of transfer, and (b), an annual survey of the classification of all transferred positions occupied by transferees.

If we did not do that in the case of the hospital employees, we would not be in conformity with this agreement that was entered into in 1962. The university has been following this system since 1940. I am not familiar at all with the antecedents of it or the history that brought it about. It would certainly be difficult for us to administer in a unified university system for nonfaculty personnel who are at the hospital and another system for those who were at the university.

Mr. MICHEL. How many of your employees in this category are in the hospital as against the university?

Dr. CHEEK. I couldn't answer that.

Dr. ALEXIS. There are 1,600 at the hospital.

Mr HARRIS. We have maybe 3,000 total at the university.

Dr. CHEEK. In rough estimates, I am advised there are 1,600 at the hospital and approximately 3,000 at the university.

Mr. MILLER. Mr. Michel, one point I would like to make about that quotation you read on page 32 is, although it's not explicit, there is an implication there that when we go for a supplemental for Howard and Gallaudet, whenever there is a Federal pay raise that the faculty employees are included in that. They are not. That is only for the nonfaculty.

NONPROFESSIONAL SALARIES

Mr. MICHEL. I am not really concerned about the faculty and professors as much as I am in the lower echelon here when you compare that with other universities, and there is a marked difference. If I look here at the report on page 48, for example, for a clerk, the midpoint salary at Howard is $10,353 and combined average of those others is $6,000. You're $4,000 above in the clerical area. In the receptionist area you are $3,648 above the combined average of these other universities. Secretaries, $2,958. The midpoint salary at Howard is $10,353. It's that area that really concerns me, moreover, because during fiscal years 1974 and 1975, there has been a 49-percent increase in the number of custodians, secretaries, supervisors, and technicians you have on the payroll, from 442 to 660.

Your student enrollment hasn't increased nearly that rapidly, so how do you justify that sizable increase in the past 2 years in those categories when other universities are cutting down and having to find ways to do without this custodian, that yard worker or this or that? I don't see that same kind of thing being exhibited out at Howard.

If you have a good answer for it, you are free to give it to me. But I have got to raise the question because we have particularly significant increases like this in those categories, Doctor.

Dr. CHEEK. Yes, Mr. Michel. First, one of the disturbing things about this part of the report and other parts is that New York University and Boston are left out. Those are two large universities in high cost areas in New York City and Boston, Mass. Then thrown into the sample are two institutions that we know have contributed services where the numbers would be smaller because the persons are not paid. They receive other kinds of benefits. So that would reduce the numbers for those two institutions. Leaving out two institutions which one could assume would be on the high side and having two in that would be on the low side would skew the data considerably. That is one consideration.

The second consideration is you note that when it's totaled up there is a net decrease of 70. Every report which has been made at Howard University since I have been there has referred to the deficiency at the university in what they call middle managerial personnel and in supportive personnel. One of the seemingly enduring problems that we face is that we do not have adequate supportive personnel staff to carry on the operations of the university. It would be my contention that, rather than having an abundance, we actually have a deficiency.

Mr. MICHEL. I don't know that the report would in any way bear that out, Doctor.

Dr. CHEEK. I know the report doesn't because the report doesn't follow what it said it was going to do, namely, compare us with all eight institutions. It leaves out two which are very important. You get this kind of relationship. Then it has two which I would consider not comparable because of the nature of their support or their auspices, which further would affect it.

Mr. MICHEL. Of course I know that there were some problems. The investigators as much as indicated in their report that, in requesting some of the information, some of the institutions did not respond in time for the preparation of their particular report. However, for those institutions covered, there is a general similarity with Howard in the number of nonprofessionals employed, and this was before the 50 percent increase for Howard in the catagories I cited. Then, too, you are taking some liberties in on the one hand pointing to the report not including Boston University or New York University and then in answer to another question stating that it and that the schools are so much larger than us that they are not comparable and therefore they shouldn't be included. So there really has to be some sort of a mix, and it's thus difficult to be absolutely precise on every count.

There is just enough smoke raised from their investigation here to prompt the kinds of questions which I have had to ask you today, particularly in that lower echelon of personnel and again because of the number of increases requested when everybody else has been talking about tightening up their belts and doing a little bit without rather than piling on more.

Dr. CHEEK. Mr. Michel, our trustees engaged Arthur D. Little & Co. last year to conduct a management and government study at the university. One of its findings was a woeful deficiency in middle management and supportive personnel. We have people at what would presumably be the executive level in other institutions actually doing staff work and having to double their effort in order to carry out the responsibilities that their job description calls for.

Middle State Association, which is the accrediting body, as recently as 1969 pointed out the deficiency in this area. One of the ways that one can, I suppose, determine this is to visit the university for a while and see.

HOUSE INVESTIGATIONS REPORT—NONFACULTY SALARIES

Mr. MICHEL. Why does Howard University pay such excessively higher compensation to its nonfaculty employees than the other universities included in this study, particularly George Washington and Georgetown University?

Dr. CHEEK. First, it should be noted that the investigative staff compared Howard's nonfaculty compensation with only three of the universities they selected. Boston University, New York University, Temple, and Washington University were omitted for reasons stated in the staff report on pages 52 and 53, and on the chart on pages 54–55, the data for Case Western Reserve are not presented in a form compatible with the data presented for Howard, George Washington, and Georgetown universities.

On the basis of this presentation one cannot conclude that Howard's compensation to its nonfaculty employees is excessively higher than such compensation provided employees in the "other universities included in this study."

Among the institutions for which the data are listed, Howard's compensation is not the highest in the following categories: (1) libraries, (2) operations and maintenance, and (3) auxiliary enterprises and activities.

The study report does show—page 56—that Howard's average compensation for nonfaculty personnel does exceed that of George Washington and Georgetown. One cannot be certain on the basis of the data as presented in the "totals chart" on page 56 that Howard was the highest paying university. It cannot be determined from the report on this area—pages 52–58—that Howard led the field.

The foregoing, notwithstanding, it is a well established fact that Howard, because of its unique characteristic among the institutions with which it is being compared in this study and nationally, cannot recruit and retain its nonfaculty personnel in certain key areas without being competitive. In this context, "competitive" means more than simply having identical pay scales as other comparable universities, but higher pay scales for nonfaculty positions in key positions where the "law" of supply and demand is an important consideration.

With respect to George Washington and Georgetown, I can only conjecture that these two institutions have a larger pool from which to draw highly specialized personnel compared to Howard's pool and that both have larger numbers of nonfaculty personnel that reduces the workload in some areas for specialized manpower.

In the event that the university had to abandon its current salary scale for nonfaculty employees based on this study, I can assure you that the university would lose a significant number of its nonfaculty employees directly to the Federal Government. This would be extremely damaging to Howard since we do draw from a much smaller labor pool and we would have no way to replace many of these employees.

EXPENDITURE PER STUDENT

Mr. Michel. What factors contribute to Howard's expenditures per student being substantially higher than those of other universities?

Dr. Cheek. The cost per student analysis determined by the investigators on page 61 of their report, does not properly present a true cost analysis picture. For example, the investigators lumped undergraduate and graduate education into one pool. This is an unacceptable method of comparing costs in higher education. In addition, the allocation of indirect cost was made on an inconsistent basis using methods frowned upon by cost accountants in general and the Federal Government as being contrary to OMB Circular A–21. The study failed to include the New York University. Howard University seriously feels that the inclusion of New York University would show an entirely different picture since the costs in the New York area are more comparable with those at Howard. The study is also suspect because no attempt was made to take into consideration classes taken by dental students in the medical college and no allocation of direct expenditures appear to have been made on this basis. No valid study can be made unless and until all of the schools listed in the study are included.

TUITION

Mr. Michel. What justification does Howard University have for charging such low tuition and fees to its students? What action is being taken to bring the level of income from students more closely to that of other universities?

Dr. Cheek. Historically Howard has followed the policy of maintaining tuition and other charges to students at a level comparable to tuition and fees charged by public supported universities. During the past five years that policy has been undergoing review, and it is anticipated that the trustees will increase Howard's tuition and fees to bring such charges more in line with other predominantly black institutions. However, because of the economic background of the majority of Howard's students, it will be impossible to increase these charges to a level comparable to those at predominantly white universities. In order to accomplish the latter, Howard would require a substantial addition of student aid funds.

STUDENT AID

Mr. Michel. Is Howard University taking appropriate advantage of the student aid programs available to it?

Dr. Cheek. Howard is taking maximum advantage of the student aid programs available to the university. The only limitations in this regard have been the availability of Federal and private funds allocated for this purpose. During the current academic year, the university disbursed financial aid as follows:

SEPTEMBER 1974 TO FEBRUARY 1975

Programs	Number of awards	Amount disbursed
University administered programs (scholarships, endowment, prizes, grants)	1,946	$3,290,456.48
Federal Government supported programs	1,980	1,802,440.00
United student aid funds	142	183,701.00
Law	59	51,051.00
Medicine	79	124,450.00
Dentistry	3	6,200.00
Graduate business	1	2,000.00
University emergency loans	1,437	177,416.00
Total	5,505	5,454,013.48

Note: Average aid—$990.74

Mr. Michel. Why is there such an imbalance in favor of dental and medical students in the student aid program and what could be done at Howard University to remedy this situation?

Dr. Cheek. The apparent imbalance in favor of dental and medical students in the student aid program is due primarily to two factors: (1) the level of funds provided by health profession loans and health profession scholarships available to medical and dental students, and (2) the student aid program of the Robert Wood Johnson Foundation which is restricted to student aid for medical and dental students.

The university is currently attempting to increase the level of gifts from the private sector for student aid and procure a larger allocation of federally supported student aid programs for students enrolled in programs other than medicine and dentistry.

FOREIGN STUDENT ENROLLMENT FROM OPEC COUNTRIES

Mr. Michel. In view of Howard University's intended mission to serve a national constituency, what criteria or screening procedures do you have to control such a high foreign student enrollment?

Dr. Cheek. Howard University has never had a quota system on the basis of race, sex or national origin. Applicants to the university are accepted on the basis of satisfactorily meeting admissions criteria. This policy is observed for any qualified student, whether he be American or foreign.

Mr. Michel. How many foreign students receive student assistance?

Dr. Cheek. The number of foreign students receiving student assistance is 311.

Mr. Michel. What tuition rates are charged to foreign students and how does the income from them compare with the costs incurred for their education?

Dr. Cheek. Howard University charges the same tuition rates to foreign students as it does to all other students at the university. The tuition cost to foreign students obviously does not cover the cost of their entire education, in fact, to my knowledge no institution of higher education in the Nation charges its students, whether domestic or foreign, the full cost of their education.

Mr. Michel. What efforts have been made by Howard to charge foreign students an equivalent out-of-state type tuition fee?

Dr. Cheek. The university has not made any effort to charge foreign students an equivalent out-of-state type fee. This, of course, is consistent with the policy of the university to provide quality education at a reasonable cost for any student, irrespective of race, creed or national origin. Our primary mission is to educate minority students. The university has traditionally educated many of the current and future leaders of foreign nations, particularly those from the less developed areas of the world, and feels strongly that the relationships established with these students while in attendance at Howard have served to assist the Federal Government in its efforts to foster good relationships with these nations.

Mr. Michel. Your low tuition has the effect of substantially subsidizing the sizeable number of students from OPEC countries who are trying to bleed us dry with their high oil rices, does it not?

Dr. Cheek. Howard University has made no attempt to discriminate against applicants of any nationality, race, religion or creed desirous of pursuing a higher education. An academic institution does not normally become involved in such political considerations and Howard, in this instance, is not an exception.

Mr. Michel. Would it not be more equitable all the way around—including for the American taxpayer—for you to substantially increase tuition rates and provide increased financial aid for those students really in need?

Dr. Cheek. The university does not feel that a substantial increase in tuition rates will necessarily provide increased financial aid for those students really in need inasmuch as income derived from this source must also be used to cover programs and activities, where costs continue to increase, for which no Federal appropriation is provided. Additionally, more than 50 percent of our students qualify for financial aid according to Government criteria with an even higher percentage qualifying on the basis of institutional need analysis. To substantially raise our tuition rates in one year would likely have the effect of reducing enrollment inasmuch as financial aid resources are simply too meager to meet the sizeable demand. This is not to suggest, however, that Howard University does not propose to increase its tuition and fees in the near future. This problem is under active consideration by the board of trustees and is scheduled for review in detail at its next regularly scheduled meeting.

Mr. MICHEL. In the 1972–73 academic year, 782 of the 2,575 foreign students were from OPEC countries. This amounts to 30 percent. Would you provide the parallel figures for the current academic year?

Dr. CHEEK. The current figures for the 1974–75 academic year are 2,065 foreign students including 713 from the OPEC countries or approximately 35 percent of the total foreign student enrollment. Included in the 713 OPEC countries student enrollment are 585 students from Nigeria or approximately 82 percent of the OPEC foreign student enrollment.

Mr. MICHEL. Are any of the OPEC students this year receiving any financial aid from the university or any other sources in this country? What about those students in the 1972–73 year?

Dr. CHEEK. We do not have available any records that would show financial aid received by students from the OPEC countries from any other source in this country except through the university. According to our records, students from the OPEC countries received financial aid from the university in the amount of $106,804 for the current academic year. This amounted to 96 students as follows:

Nigeria	82
Iran	14
Total	96

We do not have available this type of breakdown for 1973.

Mr. MICHEL. Are the OPEC students paying the same tuition as other students at Howard? If so, what is the dollar amount by which their education is being subsidized—the difference between the overall average cost per student and the amount the student is contributing?

Dr. CHEEK. The OPEC students are paying the same tuition as other students at Howard since Howard University does not have a tuition differential for foreign student enrollment. We can provide for you the numbers of students from the OPEC countries for fiscal year 1973 and the tuition rate paid by them during the same school year. According to our records, the tuition charged for fiscal year 1973 was $900. Since our records do not show any distinction between OPEC students or non-OPEC students, we will assume that the investigators report on page 90 is relatively accurate when it states that 794 students were from the OPEC countries. This would provide an amount of $714,000 in total tuition. During the 1972–73 school year, the university did not determine an actual cost per student since no standards were available in the field for cost accounting as a measuring tool in higher education. The investigators cost study on page 61 of their report is unorthodox and does not present even the elementary ingredients of sound cost accounting. Therefore, there is no way that the university could provide accurate cost figures at this time for the 1972–73 year.

Mr. MICHEL. What is the total dollar amount Howard, and thus in part, the American taxpayer, is spending to, in effect, subsidize the education of OPEC students?

Dr. CHEEK. Mr. Michel, those figures are not available since virtually every college and university in the country subsidizes in part the education of all students, whether American or foreign. I know of no university in this country that charges any student the full cost of his education. According to the investigators cost study on page 61 of their report, the combined average cost of the seven schools included in their study for medical education is $16,509. I cannot conceive of any of these schools charging any student, whether he is American or foreign, or from the OPEC countries this amount of tuition in any one year.

Mr. MICHEL. Would you provide a breakdown of the OPEC students by countries for the current academic year?

Dr. CHEEK. According to our records, we have enrolled during the current academic year the following students from the OPEC countries:

Nigeria	585
United Arab Republic	4
Venezuela	2
Iran	120
Iraq	2
Total	713

OPERATING EXPENSES FOR THE PRESIDENT

Mr. MICHEL. I noted, Dr. Cheek, that you are receiving the benefit of a chauffeur-driven automobile, when none of the other college presidents are receiving such. Can you not get along without a chauffeur?

Dr. CHEEK. The investigators on page 52 of the report did not state that none of the other college presidents have the services of a chauffeur. They stated that this occurred only where inquiries were made. I know for a fact that several of the other college presidents do have available to them a chauffeur when the need arises. The chauffeur provided me by our board of trustees is a commissioned police officer in our security division. For internal budgetary purposes, his salary has been charged to the office of the president, even though he does not serve in a full-time capacity as a chauffeur. Normally, his services are provided in the security division. Virtually, all of the other presidents of large universities in metropolitan areas are furnished with the services of a chauffeur but the charges for their services are normally budgeted in the security division rather than in the office of the president. The investigators failed to make this inquiry and if they had done so, you would find that this service is available to all of the presidents in the study. The investigators also failed to put in their report the fact that the university did not provide an automobile for me during 1973. This was my own automobile, purchased out of my own funds and I suspect that the other presidents in the study were furnished an automobile by their universities.

Mr. Michel. The cost of operating your residence was $32,135 for fiscal year 1973, including a maid, a gardner, and a utility custodian. Isn't this a little excessive?

Dr. Cheek. The cost of operating the president's residence, Mr. Michel, is not altogether accurate for fiscal year 1973. The total cost as reported by the investigators of $32,135 includes $6,802 for a gardner. No such person is on full-time service at the residence of the president. In the spring, our physical plant department normally sends up two or three people for a few days to seed the grass and make other yard arrangements as required. Also, during the summer months, we do have an individual from our physical plant department to cut the grass, once a week. This is normal operating procedure in virtually every college and university across the country since the president's residence belongs to the university and is not my own personal residence. In the case of Howard University, the president's residence is used to conduct business of the university, entertain guests of the university, and to serve as the receiving quarters for a number of dignitaries, students, parents, and faculty as the need occurs. The president's residence does include the services of a maid and a utility custodian and we do not consider those services excessive. The services of a maid and a utility custodian is actually regarded as minimum when one takes into account the traffic in the president's home on behalf of the university. This is customary in higher education and must be provided if this facility is to be used primarily for university business.

Mr. Michel. With that, Dr. Cheek, thanks very much for your responses to my many questions in this area. As you have indicated, it might be well sometime if we could take ourselves away from this place and get out and make an on-site visit to the campus to look at some of these things personally. With the limits of time that are imposed upon us we just try and do the best we can and have some of the other people do some of our legwork for us.

Dr. Cheek. I hope some day before we depart you will visit us.

ALLOCATION OF FUNDS AMONG SCHOOLS

Mr. Conte. You are requesting about $2.3 million for allocation among the schools and colleges of the university. If you have not already done so, would you provide a breakdown of that allocation for us?

Dr. Cheek. I have that available Mr. Conte and it is included in the record.

[The information follows:]

	Amount	Positions
1. Faculty salary increases	$1,800,000	
2. College of liberal arts	400,000	9
3. Graduate school	300,000	12
4. College of fina arts	120,000	9
5. School of communications	500,000	12
6. School of business and public administration	230,000	4
7. College of medicine	400,000	19
8. College of dentistry	125,000	5
9. College of pharmacy and pharmacal science	150,000	6
10. College of allied health	130,000	9
11. University libraries	450,000	12
12. Retirement program	200,000	
Total	4,805,000	97

ACADEMIC DEFICIENCIES

Mr. CONTE. I applaud your intent to correct as many academic deficiencies as possible this year. With your proposed budget, what deficiencies do you think can be corrected this year? Which ones will not be corrected?

Dr. CHEEK. The academic program request totaling an increase of $4,805,000 for the 1976 fiscal year has been allocated among nine colleges and schools for additional personnel, supplies and equipment; the University Library, and faculty salary increases, as well as a modest amount in support of our retirement program. The allocation of funds to the nine schools and colleges will permit us to improve some of the academic deficiencies by decreasing some of the unfavorable faculty-student ratios that currently exist. Unfortunately, I cannot assure you that all academic deficiencies in these nine schools and colleges will be corrected, since the funds allocated to many of the schools are not sufficient to eliminate many of our critical deficiencies. The schools that were omitted from inclusion of our request, will still have deficiencies that will not be eliminated, as well as several of the schools included, since no funds are available for new construction. Many of the academic deficiencies at Howard concerns the lack of adequate space. The University simply does not have modern facilities for its students and faculty, and in many instances, we are forced to continue to renovate inadequate buildings that do not meet our space needs.

ACCREDITATION STATUS

Mr. CONTE. What is your current status vis-a-vis accreditation? When are you next up for review? What changes need to be accomplished by that time?

Dr. CHEEK. Howard University has 17 different schools and colleges and each one is accredited by a separate accrediting agency. Currently, we have five schools and colleges that are relatively new and have not yet met accreditation requirements. They are the School of Communications, School of Business and Public Administration, the School of Education, School of Human Ecology, and the School of Allied Health Sciences. We anticipate that the respective accrediting agencies will visit several of these schools during the 1976 fiscal year. Preliminary information from the accrediting associations has already indicated that minimal space requirements as well as acceptable faculty-teacher ratios should be available or accreditation simply will not be provided. Our request to provide renovations of the old Freedmen's Hospital building will, hopefully, assist us in the space problems inherent in the School of Communication. We also have a request of $1 million for renovation purposes for our current rented facility for the School of Business and Public Administration. In addition to these 3 schools, we constantly have an ongoing accreditation review for the other 14 schools and colleges. All of them are currently in good standing but we have been warned recently by several of the accrediting agencies that we are now meeting only minimal standards in some of our schools. In order to avoid losing accreditation or be placed on probation in these areas, the University must improve its availability of building use space and reduce its high faculty-student ratio. We have been attempting to meet some of these needs during the last several years by seeking financial assistance from this committee.

Mr. CONTE. The justification states that you are completely restructing your curriculum in the College of Fine Arts. Will you tell us how and why?

Dr. CHEEK. The University is attempting to comply with the commission of experts from outside the University who evaluated the College of Fine Arts in the spring of 1973. The commission recommended a complete restructure of the college in order to meet the demands for innovation curriculums in advance graduate degrees.

MEDICAL EXPENDITURES VS. NATIONAL NORMS

Mr. CONTE. In the College of Medicine, the justification states that Howard University is deficient in medical education expenditures relative to the national norm. What is the national norm, and what are your expenditures?

Dr. ALEXIS. The latest data provided by the Association of American Medical College (AAMC) profiles of the Howard University College of Medicine reveal very startling discrepancies between the Howard University expenditures and the national norms. I would like to insert some data on this in the record.

[The information follows:]

	National mean	Howard University	Rank out of 92 schools
Operating expenditure per undergraduate medical student	$22, 520	$14, 610	66
Sponsored research per full-time faculty	17, 831	5, 686	87
Sponsored program expenditures per full-time faculty	35, 670	18, 837	84
Total expenditure per student	19, 439	12, 793	66
Total college expenditure	20, 891, 258	10, 183, 812	77
Regular operating expenditure	9, 417, 543	6, 340, 898	62
Sponsored program expenditure	11, 476, 836	3, 842, 916	79
Total sponsored research	5, 938, 391	1, 159, 949	84

Mr. CONTE. Would you list the sources and amounts of Howard University's income?

Dr. CHEEK. I am providing them for the record.

[Information follows:]

Howard University Budget, 1974–75

Income:	
Student fees—tuition	$9, 208, 936
Student fees—other	1, 538, 078
Government appropriation	48, 477, 000
Endowment income	287, 960
Gifts and grants	18, 200, 000
Sales and services—educational departments	60, 975
Organized activities—educational departments	214, 430
Other income	223, 400
Total educational and general	78, 255, 779
Auxiliary enterprises	4, 066, 079
Student aid	2, 257, 852
Total income	84, 579, 710

FREEDMEN'S HOSPITAL ROOM RATES

Mr. CONTE. Under Freedmen's Hospital, your justification says that room rates will be increasing, as they seem to be increasing everywhere. What are your present rates, and what will be your rates after the increase?

Dr. ALEXIS. The current daily rates at Freedmen's Hospital are as follows:

One-bed room	$43
Two-bed room	40
Four-bed room	38
Ward bed	33
I.C.U	70
C.C.U.	70
Pediatric bed	33
Bassinet	18

The projected daily rates in the Howard University Hospital are as follows:

One-bed room.	$112
Two-bed room	100
Three-bed room	95
Four-bed room	90
I.C.U.	250
C.C.U.	250
Pediatric I.C.U	150
Bassinet	67

LAW SCHOOL

Mr. CONTE. During the past 5 or 6 months, there have been reports of students from Howard's Law School who have a lower than average success rates on area bar exams. Does this reflect upon the quality of legal education provided, and is anything being done about this problem?

Dr. CHEEK. Part of our problem is related to quality, but other factors are involved on which experts differ. The university has recognized this as a problem and we have increased the number of faculty during the past year to improve the unfavorable student-faculty ratio. We have also developed a more effective basic skills program (academic reinforcement) and relocated the Law School to the Dunbarton College campus. This relocation has substantially increased the space available to the Law School. The school also plans this year to use the Law School Admissions Test as a requirement for the entering class. The use of this test, as well as a number of other criteria established, will enable us to make a better selection of entering students.

NON-FEDERAL FUNDS

Mr. CONTE. Your justification mentions the possibility of obtaining additional funds from non-Federal sources. What sources are you investigating, and how do you evaluate your prospects for such funds?

Dr. CHEEK. The University is currently engaged in a fundraising development program. We are making applications for additional funds from foundations, corporations, and alumni as well as current staff. Unfortunately, we are having the same difficulties that every other college and university around the country is having in these economic times to acquire additional funds from private sources. The private sources simply are not disbursing funds to higher education as has been done in the past. Difficulties have been encountered from seeking additional funds from alumni and staff because of the unfortunate high rate of inflation and the inherent problem in our economy due to the current recession.

PROGRAMS AT DUNBARTON CAMPUS

Mr. CONTE. What programs are housed in the new Dunbarton College site?

Dr. CHEEK. The university has already housed in the new Dunbarton College site the school of law, institute for the study of education policy, institute for the arts and humanities, institute for urban studies and research, the Howard University Press, the office of alumni affairs, the offices of the general counsel and the national center for the study of educational policy alternatives.

RENOVATION

Mr. CONTE. Your justification places the major emphasis on construction in 1976, primarily for renovation. Is that emphasis necessary, or would it be more appropriate to strengthen programs in existing facilities?

Dr. CHEEK. We do feel that this emphasis is absolutely necessary since one of our more pressing needs at Howard is adequate space needs. The university in 1976 proposes to more effectively utilize those facilities that we now have through the renovation process. It is not our intent to displace existing programs in these facilities but to make these facilities more amenable to our needs and to allow us to make needed economies in our utility costs since they have risen so rapidly. A large number of our buildings are not properly insulated, are not equipped with proper controls for heat, and simply are antiquated causing us to spend considerably more funds for utilities than would be necessary if the facilities were renovated.

JUSTIFICATION OF THE BUDGET ESTIMATES

Appropriation Estimate

HOWARD UNIVERSITY

For the partial support of Howard University [$81,700,000] *$84,168,000*, of which [$12,500,000] *$10,000,000* shall be for construction and shall remain available until expended: *Provided*, That if requested by the university, such construction shall be supervised by the General Services Administration.

For "Howard University" for the period July 1, 1976, through September 30, 1976, $18,728,000.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

SPECIAL INSTITUTIONS

Howard University

Amounts Available for Obligation

	1975	1976
Appropriation	$ 79,650,000	$ 84,158,000
Proposed supplemental appropriation........	2,050,000	---
Sub-total appropriations..............	81,700,000	84,158,000
Receipts and reimbursements from non-Federal sources..........................	44,887,000	47,026,000
Unobligated balance, start of year.........	18,092,000	6,323,000
Unobligated balance, end of year...........	-6,323,000	-4,659,000
Total, obligations....................	138,356,000	132,848,000

Summary of Changes

1975 Estimated obligations.................................	$138,356,000
1976 Estimated obligations.................................	132,848,000
Net Change...	-5,508,000

	1975 Base		Change from Base	
	Pos.*	Amount	Pos.*	Amount
Increases:				
A. Built-in:				
1. Annualization of non-teaching pay raise (Academic Program-$194,000; Freedmen's Hospital-$415,000)	---		---	$609,000
Subtotal..............	---	---	---	$609,000
B. Program:				
1. Academic Program:				
a. Faculty salary increases..	---	---	---	$1,800,000
b. Colleges and schools......	1,286	$27,581,000	85	2,355,000
c. University libraries......	93	2,809,000	12	450,000
d. Retirement program........	---	583,000	---	200,000
Subtotal.............	1,379	30,973,000	97	4,805,000

*All positions are non-Federal.

	1975 Base Pos.	1975 Base Amount	Change from Base Pos.	Change from Base Amount
2. Freedmen's Hospital				
a. Increase in reimbursements from non-Federal sources - pay patients receipts...	---	$11,017,000	---	$ 2,139,000
3. Construction:				
a. Dunbarton College Campus..	---	---	---	4,000,000
b. Power plant facilities....	---	---	---	1,000,000
c. Campus renovations........	---	---	---	1,000,000
d. Sherman Avenue Bus. School	---	---	---	1,000,000
e. Freedmen's Hospital.......	---	---	---	3,000,000
Subtotal............	---	---	---	10,000,000
Total, increases.....	1,379	41,090,200	97	17,553,000
Decreases:				
A. Built-in:				
1. October 1 - December 31, 1972	---	---	---	-456,000
B. Program:				
1. Construction-non-recurring projects....................	---	---	---	-22,605,000
Total, decreases........	---	---	---	-23,061,000
Total, net change................	---	---	---	-5,508,000

Explanation of Changes

Increases:

A. Built-in:

1. Annualization of non-teaching pay raise--$609,000.

Academic program..................	194,000
Freedmen's Hospital..............	415,000

B. Program:

1. Academic Program

a. Faculty salary increases--The increase of $1,800,000 will provide salary increases for instructional faculty, an increase of 6% over FY 1975.

b. Colleges and Schools--An increase of $2,355,000 and 85 positions are requested for various schools within the University.

c. University libraries--$450,000 is requested for various library facilities, including 12 new positions.

d. Retirement program--An increase of $200,000 is requested for the partial support of the University's retirement fund.

2. Freedmen's Hospital--The Hospital proposed an increase of $2,139,000 from patient charges--for periodic step increases ($133,000), annualization for half-year positions ($1,561,000), supplies for increase patient load ($225,000) and for added utility cost on a full year basis ($220,000).

3. Construction
   a. Dunbarton College--An increase of $4,000,000 is requested for this program to be disbursed as follows: $1,000,000 for first trust notes (HEW and HUD)--$1,000,000 for second trust note (Sisters of Holy Cross)--$1,000,000 for the University endowment fund reimbursement--$1,000,000 for renovations at the campus.

   b. Power plant facilities--$1,000,000 is requested to meet Environmental Protection Agency requirements.

   c. Campus renovations--An increase of $1,000,000 is requested to comply with the D. C. Code requirements.

   d. Sherman Avenue-Business School--$1,000,000 is requested for building acquisition and renovation.

   e. Freedmen's Hospital--The increase of $3,000,000 will help to renovate the old Hospital buildings for instructional purposes.

Decreases:
A. Built-in:
   I. Pay raises--A decrease of $456,000 results from the October 1 - December 31, 1972 retroactive pay increase.

B. Program:
   I. Construction--The decrease of $22,605,000 is due to non-recurring projects.

Obligations by Activity

Page Ref.	1975 Estimate Pos.	1975 Estimate Amount	1976 Estimate Pos.	1976 Estimate Amount	Increase or Decrease Pos.	Increase or Decrease Amount
Operations:						
(a) Academic program....	2,810	$ 83,658,000	2,907	$ 88,429,000	+97	$ +4,771,000
(b) Freedmen's Hospital...	1,661	30,429,000	1,661	32,755,000	---	+2,326,000
Subtotal.....	4,471	114,087,000	4,568	121,184,000	+97	+7,097,000
Construction:						
(a) Planning and site development.....	---	1,093,000	---	380,000	---	-713,000
(b) Buildings and land acquisition.....	---	23,176,000	---	11,284,000	---	-11,892,000
Subtotal.....	---	24,269,000	---	11,664,000	---	-12,605,000
Total obligations	4,471	138,356,000	4,568	132,848,000	+97	-5,508,000

Obligations by Object

	1975 Estimate	1976 Estimate	Increase or Decrease
Grants, subsidies and contributions...	138,356,000	132,848,000	-5,508,000
Total, obligations by object...........	138,356,000	132,848,000	-5,508,000

Authorizing Legislation

Legislation	1976 Authorization	1976 Appropriation Requested
"An Act to Incorporate Howard University" (20 U.S.C. 128) Sec. 8	Indefinite	$84,158,000

APPROPRIATION HISTORY

HOWARD UNIVERSITY

Fiscal Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1965	$15,691,000	$15,691,000	$15,691,000	$15,691,000
1966	18,742,000	18,742,000	18,742,000	18,742,000
1967	23,638,000	23,515,000	23,515,000	23,515,000
1968	45,582,000	26,397,000	26,397,000	26,397,000
1969	29,970,000	28,778,000	28,778,000	28,778,000
1970	61,969,000	61,969,000	61,969,000	61,969,000
1971	38,197,000	38,197,000	38,197,000	38,197,000
1972	60,486,000	60,486,000	60,486,000	60,486,000
1973	58,881,000	58,881,000	58,881,000	58,881,000
1974	62,146,000	62,146,000	62,146,000	62,146,000
1975	79,650,000	79,650,000	79,650,000	79,650,000
1975 Proposed Supplemental	2,050,000			
1976	84,158,000			

JUSTIFICATION

Howard University

	1975		1976		Increase or Decrease	
	Pos	Amount	Pos.	Amount	Pos.	Amount
Personnel compensation and benefits......	4,471	$ 85,226,000	4,568	$ 90,805,000	+97	$ +5,579,000
Other expenses	---	53,130,000	---	42,043,000	---	-11,087,000
Total......	4,471	138,356,000	4,568	132,848,000	+97	-5,508,000

General Statement

Academic Program

Howard University, located in the District of Columbia, Chartered by an Act of Congress, will celebrate 108 years of service to higher education on March 2, 1975. The University consists of seventeen schools and colleges and offers programs in higher education on the undergraduate, graduate and professional levels. Undergraduate students are registered in the college of liberal arts; graduate students seeking the masters degree and doctors degree are registered in medicine, dentistry, pharmacy, nursing, fine arts, business, engineering, architecture, social work, law, education, communications, allied health, human ecology and religion. (The school of religion receives no support from Federal funds.) The University offers the masters degree in 3 departments and the doctor of philosophy degree in 19 fields in the graduate school.

Enrollment of Students	1974 Actual	1975 Estimate	1976 Estimate
Undergraduate........................	2,810	3,000	3,000
Graduates...........................	1,154	1,450	1,450
Professional Schools.................	4,237	5,736	5,850
Freedmen's Hospital..................	154	202	202
Total......................	8,355	10,388	10,502

Faculty	1974	1975	1976
No of faculty........................	1,716*	1,734	1,788

*Includes 775 part-time teachers.

Freedmen's Hospital	1974	1975	1976
Patient statistics:			
Admissions.........................	10,600	12,000	13,500
Avg. daily patient load including newborns..........................	323.6	376	450
Outpatient visits			
Clinic.............................	82,810	100,000	120,000
Emergency..........................	59,144	70,000	80,000
Total outpatient visits..........	141,954	170,000	200,000

Building Program

The building program at Howard University has been revised several times since the master development plan was inaugurated in 1951. The University is in the process of revising the master development plan due to increased enrollment during the past several years and expansion of its educational programs. The University has completed twenty four building projects since 1946 including the new University Teaching Hospital. It is anticipated that five building projects will be under construction in 1975 and two major renovation projects are expected to be underway during this same period as well as ten projects in various stages of planning. (See Table II). Also funds are provided in 1976 for an additional 5 projects (See Table II).

Program Goals for 1976

The University will continue its emphasis on graduate and professional education in order to meet national deficiencies that exist in this nation, primarily, within minority communities. In this regard, the University will continue its analysis and review of its educational curricula in the professional and graduate schools in order to provide adequate instruction, and to seek financial support to acquire sufficient personnel, equipment, supplies and training aids as they become necessary.

The major emphasis will be placed on construction during 1976 since the University does not have adequate physical facilities for its current student body. The master development plan has been updated to include additional buildings that may be required as well as a program of major renovations in existing facilities to meet our current needs. The physical facilities at Howard University for the past decade have been less than adequate and must be improved if the quality of the academic program is expected to be maintained.

Howard University completed a comparative study of eleven similar educational institutions of like size, scope and administrative complexities and developed financial data in a number of areas to verify the fact that Howard was below the mean and the median of these schools in physical, human and financial resources that should be available to operate adequately an institution of this size and national stature. The study has been updated and the data continues to show deficiencies in most of the areas even though some improvement has been made during the past year. Our goal is to reach the mean average in each of the categories documented.

The University in FY 76, expects to correct some of the program deficiencies cited by the Office of Education in its evaluations and reports as well as those of accrediting agencies during the past several years.

Howard University will continue its primary mission to provide educational opportunities to minority students and at the same time provide the same opportunities to any qualified student without regard to race, creed, religion or national origin.

[illegible]

	1975		1976		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel compensation and benefits..........	2,810	$60,708,000	2,907	$64,406,000	+97	$+3,698,000
Other expenses..........	---	22,950,000	---	24,023,000	---	+1,073,000
Total..........	2,810	83,658,000	2,907	88,429,000	+97	+4,771,000

NARRATIVE

The 1976 budget estimate for the Academic program represents an increase of $4,771,000 and 97 new positions over the 1975 appropriation. Of this total $200,000 is requested for the partial support of the University's retirement fund; $450,000 for the various libraries facilities including 12 new positions; and, $4,121,000 and 85 positions for instructional and departmental research purposes. A distribution of these instructional funds and positions is illustrated below.

	1975			1976		
	Fac.	Supp. Pers.	Amount	Fac.	Supp. Pers.	Amount
1. Faculty Salary Increases..........	---	---	$1,400,000	---	---	$1,800,000
2. Liberal Arts..........	---	---	---	8	4	400,000
4. Graduate School..........	11	5	430,000	6	3	300,000
5. Fine Arts..........	---	---	---	3	1	120,000
6. Communications..........	7	6	455,000	4	8	500,000
7. Bus. & Public Adm....	---	---	---	6	3	230,000
8. Medicine..........	---	---	---	13	6	400,000
9. Dentistry..........	---	---	---	5	---	125,000
10 Pharmacy..........	---	---	---	4	2	150,000
11 Allied Health Sciences	---	---	---	5	4	130,000
Subtotal..........	18	11	2,285,000	54	31	4,121,000
Staff Benefits (Retirement Allowances)	---	---	---	---	---	200,000
University Libraries.	---	16	526,000	---	12	450,000
Total..........	18	27	2,811,000	54	43	4,771,000

Faculty Salary Increases, Budget Authority, $1,800,000

Funds are requested for faculty increases of 6% in order that the University remain competitive and to seek and attract competent new faculty members for the academic program. This request will enable our faculty salaries to remain reasonable close to the proposed national average in accordance with the AAUP salary study.

College of Liberal Arts, Budget Authority, $400,000

The purpose of this request is to correct some of the accreditation deficiencies in the College due to an unusally high faculty-student ratio. This request includes 8 faculty positions at $165,000; 4 support personnel at $41,082; and other objects at $193,918.

The Graduate School, Budget Authority, $300,000

The University is requesting $300,000 in additional funds for the Graduate School as we continue our emphasis on Graduate and Professional Education. These funds will allow continued reorganization of the Graduate School into a major center of graduate level education in the Arts and Sciences. This request includes 6 faculty at $170,000; 3 support personnel at $31,333 and other objects at $98,667.

[illegible] opportunity to meet [illegible] professional area. [illegible] enrollment in [illegible] This request includes funds for [illegible] faculty at [illegible] support personnel at [illegible] and other objects at [illegible].

[illegible], Budget Authority, [illegible] -
The [illegible] seeking funds to [illegible] student enrollment due to lack of adequate equipment, space, faculty and supporting personnel. This request includes [illegible] faculty at [illegible], [illegible] support personnel at [illegible] and other objects at [illegible].

School of Business and Public Administration, Budget Authority, [illegible] -
This request will enable the School of Business and Public Administration to meet several of its pressing accreditation needs by raising the faculty-student ratio to an acceptable level. The total request includes 6 faculty positions at [illegible], [illegible] support personnel at [illegible] and other objects at [illegible].

College of Medicine, Budget Authority, [illegible] -
The College of Medicine is seeking additional funds to meet some of the more pressing accreditation problems due to insufficient faculty, support personnel and equipment. According to data published by the Association of American Medical Colleges, Howard University is grossly deficient in its expenditures for medical education as compared with the national norm. This request will enable the University to obtain [illegible] faculty positions at [illegible] [illegible] support personnel at [illegible] and other objects at [illegible].

College of Dentistry, Budget Authority, [illegible] -
The College of Dentistry is seeking additional funds to improve its faculty-student ratio and to meet other accreditation problems. This request provides for [illegible] faculty at [illegible] and other objects at [illegible].

College of Pharmacy and Pharmaceutical Sciences, Budget Authority, [illegible] -
This request will enable the College of Pharmacy and Pharmaceutical Sciences to partially meet the revised accreditation standards established by the national accrediting body during the 1976 fiscal year. The revised accreditation standards require an increase in teaching personnel, supporting staff and teaching supplies as well as additional equipment. This request includes [illegible] faculty at [illegible], [illegible] support personnel at [illegible] and other objects at [illegible].

College of Allied Health Sciences, Budget Authority, [illegible] -
The College of Allied Health Sciences is seeking funds to meet some of its accreditation problems in the newly established College of Allied Health Sciences. These funds will be used to meet accreditation standards as the school seeks to alleviate some of the critical shortages of black professionals by producing competent, trained technicians in the para-medical field. This request includes funds for [illegible] faculty at [illegible], [illegible] support personnel at [illegible] and other objects at [illegible].

University Libraries, $450,000
Howard University continues seeking funds to improve its library facilities that services all of the students at the University. The library, while acquiring funds in recent years is still deficient for a university of this size, complexity and diversity. Of special concern is the collection development, application of current library technology, and staffing. This request will strengthen the University's holdings and will provide for 12 professional staff and support personnel at $181,339 and other objects at $268,661.

HOWARD UNIVERSITY

Freedmen's Hospital

	1975		1976		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
Personnel compensation and benefits........	1,661	$24,518,000	1,661	$26,399,000	---	$+1,881,000
Other expenses........	---	5,911,000	---	6,356,000	---	445,000
Total........	1,661	30,429,000	1,661	32,755,000	---	+2,326,000

NARRATIVE

With the completion of the move from the old Freedmen's Hospital facilities in 1975, the new Howard University Teaching Hospital will be fully operative during the whole of 1976. The average daily census will increase by 20 percent to 400 patients, including newborn, while the estimated 200,000 outpatient visits will be an increase of 14 percent over 1975. A total of 202 physicians, dentists, and other professional and ancillary health personnel will be in training during the year.

The hospital proposes to increase its room rates effective July 1, 1975 to provide additional revenue to meet anticipated additional expenditures in the operation of the new hospital building. The proposed increase in room rates is expected to provide additional revenue in the amount of $2,139,000 during FY 76. The hospital also proposes to annualize the 5.5% pay increase for its employees during 1976 as required and approved by past practice. This is estimated to cost $415,000. This total amount will be reduced by $228,000 in FY 76 to reflect the non-recurring payroll expense applicable to the pay raise of October - December 1975 that was paid on a retroactive basis. The above items will require the budget of the hospital to increase by $2,326,000 during this period.

CONSTRUCTION

	1975		1976		Increase or Decrease	
	Pos.	Amount	Pos.	Amount	Pos.	Amount
Other expenses........	---	$24,269,000	---	$11,664,000	---	$-12,605,000
Total obligations	---	24,269,000	---	11,664,000	---	-12,605,000
Subactivities:						
Planning and site development.......	---	1,093,000	---	380,000	---	-713,000
Buildings and land acquisitions......	---	23,176,000	---	11,284,000	---	-11,892,000
Total obligations	---	24,269,000	---	11,664,000	---	-12,605,000

NARRATIVE:

The building program at Howard University has followed the master development program as prepared in 1951 with the cooperation of the General Services Administration, authorized by an appropriation of $50,000 by the Congress (Public Law 639, 80th Congress, approved June 1949). This program was based upon a twenty year projection which would make it possible to accommodate an equivalent of 5,200 full-time students in ten schools and colleges for a regular two semester school year. The student projection of 5,200 was reached in 1963. The full-time equivalent student enrollment for 1975 is expected to be 10,388. In order to update the master development program, the Congress authorized two appropriations in 1965 and 1967 totalling $60,000 to study the building needs of the University for the next twenty years. This study was completed in 1966 and received the approval of the National Capital Planning Commission. In general, the revised master development program provided educational, administrative, service and auxiliary facilities for a full-time equivalent of 12,000 students or an increase of 6,800 over the 1951 plan. The University is currently revising the 1966 plan. The transfer of Freedmen's Hospital to the supervision of Howard University, the acquisition of the old Griffin Stadium site, construction of a new 500 bed teaching hospital and the acquisition of the Dunbarton College site represent the major developments not contemplated in the original program.

Buildings and Land Acquisition

a. Dunbarton College Campus, Budget Authority, $4,000,000 -
The University continues to seek funds to meet its contractual obligation in purchasing the Dunbarton College Campus. These funds will be utilized to make payment on the first and second trust notes currently outstanding on this acquisition and to continue a renovation program on currently existing buildings.

University Power Plant or Reimbursement of Trust Funds for Renovation, Budget Authority, $[illegible] -

This request will enable the University to provide the necessary technical improvements to its power plant smokestack in order to meet the Environmental Protection Agency regulations on pollution. The University has currently been cited for a violation of these regulations and this request will enable the University to comply with the law. These funds will be used for renovation of the power plant smokestack or reimbursement to the University Endowment Funds if funds are required to be advanced for this purpose prior to final approval of the 1976 appropriation.

c. Freedmen's Hospital Building Renovation, Budget Authority, $3,000,000 -

The University is seeking funds to renovate the old Freedmen's Hospital buildings that are expected to be vacated by March 31, 1975. The availability of these facilities will provide additional space for many of the University's academic program needs. In order to meet these space requirements, funds will be required to renovate these facilities as soon as possible.

d. Building Renovation to meet D. C. Code Requirements or Reimbursement of Trust Funds for Renovation, Budget Authority, $1,000,000 -

The University has been notified by the District of Columbia Government that its buildings must meet D. C. Code requirements. A team of inspectors has been scheduled to visit the University to determine code violations and to require the University to make the necessary renovations to meet D. C. Code requirements. Previously, the District of Columbia Government had not imposed the D. C. Building Code requirements upon the University since University buildings were constructed by the General Services Administration and were assumed to be in compliance with D. C. regulations. This apparently has not occurred and an inspection is currently under way. The University estimates that a minimum of $1,000,000 will be required to meet these needs.

e. Sherman Avenue - Business School Building Renovations, Budget Authority, $1,[illegible],000 -

The University is seeking funds to purchase the Sherman Avenue property that currently houses its School of Business and Public Administration. This request will also enable the University to make much needed renovations to the building in order that it may effectively utilize this facility and provide the type of academic space required in the School of Business and Public Administration. Approval of this request will enable this school to meet one of its major deficiencies for accreditation, inadequate and insufficient space.

f. Building projects supported by prior year balances, $2,604,000 -

FY 76 obligations from prior year balances include:

Land Acquisition - Griffith Stadium Properties...	$	298,000
- Fifth Street Properties.......		506,000
Chemistry Building Renovations...................		500,000
Classroom Building #3 and #4.....................		187,000
Master Development Plan - Freedmen's Square......		193,000
Power Plant Facilities...........................		117,000
Slowe Hall Renovations...........................		300,000
University Teaching Hospital.....................		503,000
Total..		2,604,000

TABLE I

ANALYSIS OF FINANCING IN SUPPORT OF BUDGET ESTIMATES FOR FISCAL YEARS 1974 THROUGH 1976

	1974 Actual	1975 Estimate	1976 Estimate
From Non-Federal Sources			
1. Student Fees - Tuition*.....	$ 8,148,000	$ 9,920,000	$ 9,920,000
Incidental & Service........	1,588,000	1,588,000	1,588,000
2. Endowment Income...........	288,000	288,000	288,000
3. Gifts and Grants...........	14,691,000	14,691,000	14,691,000
4. Sales & Services of Educational Departments & Activities...............	271,000	271,000	271,000
5. Other Income................	183,000	183,000	183,000
6. Auxiliary Enterprises.......	3,929,000	3,929,000	3,929,000
7. Student Aid.................	3,000,000	3,000,000	3,000,000
8. Patient Collections - Freedmen's Hospital.......	9,972,000	11,017,000	13,156,000
Total, Non-Federal.....	42,070,000	44,887,000	47,026,000
From Government Appropriations			
Howard University - Academic Program			
Operations............	$45,360,000	$49,788,000	$54,559,000
Unobligated balance Lapsing.............	-244,000		
Construction -			
NOA....................	---	1,093,000	380,000
Unobligated balance....	2,529,000	23,176,000	11,284,000
Freedmen's Hospital - Operations............	16,786,000	19,412,000	19,599,000
Total, Government Funds	64,431,000	93,469,000	85,822,000
Total, Financing.......	106,501,000	138,356,000	132,848,000

*Yearly tuition costs for colleges and universities is $1,100, except for Dentistry ($1,300), Medicine ($1,500), Music ($1,164) and Law ($1,150).

TABLE II

HOWARD UNIVERSITY

STATUS OF BUILDING PROJECTS AT JUNE 30, 1974, SHOWING APPROPRIATED AND REQUESTED OBLIGATIONAL AUTHORITY

	DIRECT APPROPRIATION		
	Plans and Specifications	Construction	Total Obligational Authority
Completed Projects			
1. Master Development	$ 50,000	$ ---	$ 50,000
2. Power Plant Survey	21,000	---	21,000
3. Women's Dormitories	39,600	1,750,400	1,790,000
4. Engineering Building	42,480	2,118,860	2,161,340
5. Dental School	42,480	3,257,680	3,300,160
6. Science Hall Alterations	12,760	307,240	320,000
7. Pharmacy Building	55,500	904,500	960,000
8. Biology-Greenhouse Bldg.	101,500	1,770,500	1,872,000
9. Law School Building	107,900	1,302,100	1,410,000
10. Administration Building	90,500	1,534,500	1,625,000
11. Preclinical Medical Bldg.	190,000	4,436,000	4,626,000
12. Men's Dormitory #3	101,800	1,898,200	2,000,000
13. Auditorium-Fine Arts Bldg.	57,015	3,687,985	3,745,000
14. Home Economics Building	70,000	1,105,000	1,175,000
15. Power Plant Facilities - Repairs and Boilers	---	1,292,000	1,292,000
16. Telephone Duct System	---	122,000	122,000
17. Physical Ed. Bldg. (Men)	203,000	3,270,000	3,473,000
18. Classroom Building #2	105,000	2,225,000	2,330,000
19. Warehouse Service Bldg. #1	52,000	550,000	602,000
20. Women's Dormitory #7	120,000	3,417,000	3,537,000
21. Social Work Building	56,000	1,434,000	1,490,000
22. Women's Dormitory #8	150,000	2,741,000	2,891,000
23. Carver Hall Renovation	---	835,000	835,000
24. Warehouse Service Bldg. #2	---	700,000	700,000
Total-Completed Projects	1,668,535	40,658,965	42,327,500
Under Construction in 1975			
1. Slowe Hall Renovations (By reprogramming)	---	+500,000	+500,000
2. Power Plant Facilities	---	1,800,000	1,800,000
3. Renovation of Electrical and Steam Distribution	85,000	1,879,000	1,964,000
4. University Teaching Hospital	1,230,000	43,109,000)	44,339,000)
Increase by reprogramming	---	1,500,000)	1,500,000)
5. Chemistry Building renovations	---	1,200,000	1,200,000
6. University Library renovations	---	1,200,000	1,200,000

	DIRECT APPROPRIATION		
	Plans and Specifications	Construction	Total Obligational Authority
Under Construction in 1975			
7. Engineering Building Addition for Chemical Engineering	$ ---	$ 326,600)	$ 326,600)
(Increase by re-programming)	---	+345,000)	+345,000)
8. University Center Building	240,000	3,760,000)	4,000,000)
(Increase by re-programming)	---	+3,365,000)	+3,365,000)
Total - Projects for construction-1975	1,555,000	58,984,600	60,539,600
In Planning Stages in 1975			
1. Master Development Plan - Freedmen's Hospital Square	360,000	---	360,000
Updating 1966 Plan (by reprogramming)	+100,000	---	+100,000
2. Medical-Dental Library Expansion	24,000	1,000,000	1,024,000
3. Men's Dormitory #4	139,000)	3,714,000)	3,853,000)
(Decrease by reprogramming)	-105,000)	-3,714,000)	-3,819,000)
4. Beltsville Campus (by re-programming)	+100,000	---	+100,000
5. Classroom Building #3 and #4 combined as classroom building #4	300,000)	---	300,000)
(Increase by reprogramming)	+100,000)	---	+100,000)
6. Physical Education Building for Women	140,000)	2,445,000)	2,585,000)
(Decrease by reprogramming)	---)	2,441,000)	-2,441,000)
7. Gen'l Library Expansion	100,000)	6,800,000	6,900,000)
(Increase by reprogramming)	+100,000)	---	+100,000)
8. Science Library	100,000	---	100,000
9. Dental Building Addition	200,000)	---	200,000)
(Increase by reprogramming)	+50,000)	---	+50,000)
10. Hospital Pavilion for ambulatory and extended care patients	500,000)	---	500,000)
(Increase by reprogramming)	+100,000)	---	+100,000)
11. Site Plans and Development	20,000	419,000	439,000
Total-Projects in Planning Stages-1975	2,328,000	8,223,000	10,551,000

	DIRECT APPROPRIATION		
	Plans and Specifications	Construction	Total Obligational Authority
Acquisitions - Land and Equipment In Progress - 1975			
1. Site for University Expansion Griffith Stadium	---	$ 1,725,000	$ 1,725,000
2. Teaching Hospital - movable equipment	---	5,200,400	5,200,400
3. Purchase - Fifth Street Properties	---	1,306,000	1,306,000
4. Puchase - Griffith Stadium Properties	---	1,065,000	1,065,000
5. Partial Purchase - Dunbarton Campus Facilities	---	3,000,000	3,000,000
Total-Acquisitions In Progress-1975	---	12,296,400	12,296,400
In 1976 Estimate			
1. Partial Purchase - Dunbarton Campus Facilities	---	4,000,000	4,000,000
2. University Power Plant - Environmental Protection Agency requirements	---	1,000,000	1,000,000
3. Freedmen's Hospital renovations	---	3,000,000	3,000,000
4. District of Columbia Code Renovations	---	1,000,000	1,000,000
5. Sherman Avenue Property Acquisition and Renovation	---	1,000,000	1,000,000
Total-1976 Estimate	---	10,000,000	10,000,000
Total-Building Program	5,551,535	130,162,965	135,714,500

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Howard University

Program Purpose and Accomplishments

Activity: Operations, Academic Program

1975			1976	
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
2,810	$49,788,000	Indefinite	2,907	$54,559,000

Purpose:

This activity provides the required support for the academic program of the university and includes the required sub-activities classified as instruction and departmental research; research and training sponsored by outside agencies and organizations; a comprehensive library system that services the colleges and schools of the university including highly specialized professional schools as well as undergraduate and the graduate areas of instruction; administrative and support services; operation and maintenance of physical plant auxiliary enterprises and student aid.

Explanation:

The instructional activity, with its supporting sub-activities, provides education on the undergraduate, graduate, and professional levels for students who elect to attend a highly complex institution to secure a high grade quality education that is not available within their own locality. While this education is available at Howard University to all students without regard to race, creed, or national origin, the university undertakes to meet its primary mission by providing special attention to the needs of Blacks and other minorities.

The academic program is supported by an annual Federal appropriation plus receipts from student fees, endowment income, gifts and grants for research or specified projects, sales and services of educational departments, auxiliary enterprise income, and gifts and grants for student aid. FY 76 estimates are shown in Table I.

Accomplishments in 1975

Howard University in 1975 will: (1) continue a program to maintain faculty salaries on a competitive basis and seek a level of comparability with similar institutions of like size and scope; (2) provide 18 teaching and 11 supporting positions in 2 schools to assist and expand educational programs; and (3) add 6 additional professional librarians and 10 supporting personnel for the university library system and provide additional funds for the purchase of books, supplies and needed equipment.

Objective for 1976:

The university will require funds for faculty increases in order to remain competitive among similar educational institutions. The budget request is designed to partially correct accreditation deficiencies in nine schools and colleges, the university library system and to assist in providing partial support for our retirment program.

The 1976 objective is to eliminate as many of the accreditation deficiencies as possible within the budget of the university. In meeting this objective, the university will seriously analyze its current programs and its total operating budget to determine whether or not additional funds from non-Federal sources can be obtained to meet some of the pressing accreditation problems.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Howard University

Program Purpose and Accomplishments

Activity: Operations, Freedmen's Hospital

1975			1976	
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
1,661	$19,412,000	Indefinite	1,661	$19,599,000

Purpose:

Freedmen's Hospital furnishes inpatient and outpatient care for the community and serves as a facility for the training of physicians, nurses, professional and technical health personnel. It is the teaching center for Howard's health programs.

Explanation:

Operation of the hospital is financed by direct appropriation and income derived from charges for medical and hospital services to patients, medicare patients and patients certified by the District of Columbia and other jurisdictions. The hospital operates a total of 478 beds and 70 bassinets.

Accomplishments in 1975:

The new University Teaching Hospital will be opened and utilized for patient care early in the calendar year 1975. The transfer of personnel from the old hopsital and the installation of equipment will be completed and the new building will be fully operative. The expected average daily census of 376, including newborn, represents an increase of 16 percent over the preceding year, while the expected 170,000 outpatient visits are a 20 percent increase over 1974.

Objective for 1976:

In 1976, the primary objective will be to utilize our fully operative new hospital for patient care and teaching. The average daily census will increase by 20 percent to 450 patients including newborn, while the estimated 200,000 outpatient visits will be an increase of 14 percent over 1975.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Howard University

Program Purpose and Accomplishments

Activity: Construction - Land Acquisition, Equipment and Building Renovations

1975		1976		
			Budget Estimate	
Pos.	Amount	Authorization	Pos.	Amount
---	$12,500,000	Indefinite	---	$10,000,000

Purpose:

The construction activity of the building program at Howard University is designed to execute projects after plans and specifications have been completed by the architect-engineer, and to implement related construction projects, including major renovations or the purchase of land and facilities.

Explanation:

Appropriations are requested to fund the construction projects in accordance with the master development plan. These require the actual construction or acquisition of physical facilities to house the various educational programs or activities as needed.

Accomplishments in 1975:

The University expects to break ground on the new student center building during this fiscal year and to complete construction of the addition to the engineering building. Major renovations are underway in the university library building and in the chemistry building in accordance with completed plans and specifications. The Howard University power plant has been renovated to provide the necessary utility service to the new university teaching hospital that is expected to be occupied during this fiscal year. The University purchased the Dunbarton College site and is in the process of making major renovations in these buildings to accommodate several academic programs.

Objectives for 1976:

The budget request provides for (1) additional funds for partial payment of the Dunbarton College site; (2) renovation funds for the power plant smokestack to meet EPA regulations; (3) funds to renovate the old Freedmen's Hospital buildings for ultimate use in the academic program; (4) renovation funds to meet D. C. Code requirements for campus buildings and (5) funds to acquire and renovate the Sherman Avenue property currently housing our School of Business and Public Administration.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

SPECIAL INSTITUTIONS

Howard University

Amounts Available for Obligations

	1976 Interim Period
Appropriation	$18,728,000
Unobligated balance, start of period	4,659,000
Unobligated balance, end of period	-2,551,000
Total obligations	20,836,000

Obligations by Activity

	1976 Interim Period	
	Pos.	Amount
Operations:		
(a) Academic program	30	$13,828,000
(b) Freedmen's Hospital	---	4,900,000
Subtotal	30	18,728,000
Construction:		
(a) Buildings and land acquisition	---	2,108,000
Total obligations	---	20,836,000

Obligations by Object

Grants, subsidies and contributions	$20,836,000

Narrative

Estimates for the three-month interim period--$18,540,000--are based on one-fourth of Howard University's 1976 budget estimate, plus an additional $188,000 for thirty new faculty.

The purpose of this request is to permit Howard to augment its academic program activities and the Freedmen's Hospital operation during this period. The thirty new positions are required at this time in order to provide the necessary staffing for the 1976-77 school year.

TESTIMONY OF MEMBERS OF CONGRESS AND INTERESTED INDIVIDUALS AND ORGANIZATIONS

EDUCATION PROGRAMS

WEDNESDAY, MARCH 19, 1975.

WITNESSES

DR. CHARLES LEWIS, EXECUTIVE DIRECTOR, AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

DR. P. J. McDONOUGH, AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

Mr. FLOOD. Now, as is our practice, we finish with the Government witnesses and then we hear what we call "outside witnesses." I don't know how outside they are, but that is the tradition; and we begin today with Dr. Charles Lewis, executive director, and Dr. P. J. McDonough, American Personnel and Guidance Association.

Who leads off?

Dr. LEWIS. Mr. Chairman, my Irish colleague, who is named Joseph by coincidence, wishes I would wish you "Happy St. Joseph's Day" and thank you for honoring the community last evening by your presence.

I am the executive director of American Personnel and Guidance Association. Seated beside me is Dr. Patrick J. McDonough, assistant executive director for professional and governmental affairs. The American Personnel and Guidance Association is the national professional organization of over 38,000 guidance, counseling and student personnel workers. These individuals work primarily in elementary, secondary, and higher education settings, but also in community agencies, government and business and industry, performing counseling and guidance functions. The 12 national divisions and 52 State branches (District of Columbia and European branches included) of APGA span every subdiscipline and geographical area of the United States within the guidance and counseling field.

At the outset, Mr. Chairman, may I compliment you and the committee for the early and separate attention given to education appropriations this year. We are confident that educators all over the country will appreciate the committee's timely treatment of education's funding needs so that this Nation's children, youth, and adults can be better served from the beginning of their next academic year.

Mr. Chairman, perhaps like never before, we find our task today to be most complex and difficult. This Nation is in a recession/inflation economic period; unemployment is at 8 percent nationally and probably will approach 10 percent in the near future; the Consumer Price Index rose 11 percent in 1974; enrollments in elementary/secondary schools are declining; and with prices up and revenues down, educational budgets at all levels are tight.

The needs of guidance and counseling programs and professionals which are most pertinent at this time, relate to those programs provided for under the Education Amendments of 1972, Public Law 92-318 and the Education Amendments of 1974, Public Law 93-380. Specifically, I would like to identify those appropriations needs relating to student financial aid; personnel development; the elementary and secondary education title IV, part B consolidation; the Special

Projects of Career Education, Women's Equity and Gifted and Talented; and the National Institute of Education.

To begin with, the American Personnel and Guidance Association subscribes to the American Council on Education's (ACE) request for appropriations in the area of student financial aid for postsecondary education. We suggest funding for financial and programs at the following levels:

Basic education opportunity grants (BEOG), $1.3 billion.

Supplementary educational opportunity grants (SEOG), $240 million.

College work study (CWS), $420 million.

National direct student loans (NDSL), $329 million.

These amounts are in harmony with the philosophy that it is the mixture of these programs that permits a student to overcome the financial barriers to a student of attending college or postsecondary training. The rising costs of all postsecondary education can only be met by congressional recognition of the right of all students to choose to attend postsecondary institutions of learning without undue hardship. A diverse and adequately funded program of financial aid to students makes this possible. As you know, Mr. Chairman, the amounts recommended above, with the exception of that making BEOG funding possible for students in all 4 years of college, just barely matches funding for fiscal year 1975 financial aid programs.

The matter of training and retraining of educational personnel is a crucial one, especially as it is embodies in part E, section 141 of the Education Amendments of 1972. There does seem to be some evidence of declining enrollments in elementary and secondary schools and teacher surpluses in some areas, but also a unique opportunity for achieving quality education for all students by retraining those teachers in current surplus specialties for other positions in those areas of short supply—counselors, teachers of handicapped, social workers, school psychologists, et cetera. Retraining teachers and counselors to cope with educational, social, and technological change would seem to be an important rationale for funding anew parts C, D, E, and F of the educational professions development section. Drug education counseling, technology in the classroom, career education, and career development trends, special needs of children and youth and those of young and older workers, demand new skills for teachers and counselors. Education professions development training for these educators, and the support and paraprofessionals backstopping them is an important part of this legislation.

According to the U.S. Office of Education January 1974 data, there are in the United States:

Classroom teachers (public and private) in elementary and secondary schools	2,308,000
Other instructional staff	236,000
Higher education staff	600,000
Total personnel in education	3,144,000

APGA knows there are approximately 70,000 public and private guidance workers, kindergarten—university in this number, or 2.2 percent of total. At least one-fifth of our on-the-job counselors need retraining and upgrading. This would mean one-fifth of 56,000 elementary and secondary counselors or 11,200 counselors at $[illegible],000/counselor cost or $11,200,000 at the elementary/secondary level.

Also, one-fifth of 13,200 higher education personnel or 2,640 counselors at $1,000/counselor cost or $2,640,000 at the higher education level. The aggregate for counseling retraining needs under parts C, D, and E would thus approximate $14 million—parts C and D—$11.2 million; part E—$2.6 million. Mr. Chairman, this only indicates retraining counseling needs, not all education personnel needs—our figure would have to be expanded many times to reflect comparable needs in education at all levels.

Concerning the title IV, part B consolidation, "Libraries and Learning Resources," of Public Law 93-380, the Education Amendments of 1974, the supplemental appropriations forward funded this provision for fiscal year 1976 at $137 million level. However, although this provision is theoretically triggered, several gaps appear noteworthy. The library programs (old title II ESEA); audiovisual programs (old NDEA III A); and guidance and counseling programs (formerly NDEA VII and ESEA III guidance), do not in the aggregate—discounting inflation—approximate their highest funding years (library—fiscal year 1973 and $100 million; audiovisual—fiscal year 1973 and $50 million; and guidance—fiscal year 1968 and $25 million) or a total of $175 million. Additionally, since fiscal year 1976 is an extra quarter long, extending to October 1, 1976 because of the Congressional Budget and Impoundment Act, an extra quarter funding would be needed here—as well as for other education appropriations specified in this testimony. Finally, in the spirit of the forward funding concept, a part of the language of this consolidation, fiscal year 1977 appropriations should also be considered at this time. Summarizing the need for title IV B, we see the following:

> Raising fiscal year 1976 funding from $137 to $175 plus the add-on of an additional quarter of funding or a total of $219 for fiscal year 1976.
>
> Advance Funding of fiscal year 1977 at $175 million.

The above bare minimum is a maintenance action only and in no way reflects inflationary increases—so eloquently pointed out by Senator Walter Mondale on p. S. 2153 of the February 19, 1975 Congressional Record—or what is desirable to meet the growing guidance and counseling and other resource needs provided for in this consolidation.

Also in Education Amendments of 1974 was a special projects section under title IV. The American Personnel and Guidance Association strongly endorses the administration budget request to fund these special projects, particularly section 404 gifted and talented; section 406 career education; and section 408 women's educational equity. All three of these sections have strong guidance and counseling components and could be elaborated on based on objective need. Interestingly, all speak to glaring or long time areas of educational neglect of our Nation's talent. The administration is recommending fiscal year 1976 funding of $3 million, $10 million and $6 million. We believe these funding recommendations to be fair and equitable for the initial fiscal year 1976 funding. As these programs become incubated, funding should approach the authorization ceilings of $12.5 million, $15 million, and $30 million.

Mr. Chairman, our association's final plea for funding is for the much beleaguered National Institute of Education. As you know, the administration is recommending $80 million for this recently created department, including $5.2 million under dissemination for the very useful and helpful Education Resources Information Centers (ERIC). If this Nation is going to find answers to our educational problems, that is, school financing, disadvantageness, education and work, career development, educational opportunity and equity; money is needed for research, experimentation, demonstration and dissemination. The $80 million recommended seems to be a bare minimum figure for this type of important activity.

Mr. Chairman, this concludes our association's testimony for today; we thank you for the opportunity to present our views; and stand ready to answer any questions you or the committee may have.

Mr. Flood. Thank you very much for your appearance. We also listen to you with great interest. You have been here before. We all understand the situation. Thank you very much.

Dr. Lewis. Thank you, sir.

Mr. Flood. Mr. Richard Hegre, the Staples Public School System.

[Mr. Hegre's complete statement follows:]

Mr. Chairman, my name is Richard Hegre and I am presently employed by Independent School District No. 793, Staples, Minn. This school district which has a population of approximately 9,000 people is located in the very center of the State of Minnesota and is about 150 miles north of Minneapolis-St. Paul. My purpose for requesting the opportunity to testify before this committee is twofold:

1. I would like to provide information which hopefully will encourage your committee to appropriate enough money under the Special Projects Act (PO 9398, title IV, section 402) for the purpose of making possible the continuance and possible expansion of an existing national diffusion network, which is presently being funded by the Elementary and Secondary Education Act, title III, 306.

It is my understanding this program will be eliminated as a result of consolidation of various educational programs and along with it the financing of the national diffusion network.

2. Second, I would like to encourage this committee to appropriate enough money under this same act so as to make possible programs of early childhood education which assist parents of preschool childhood education.

In making these recommendations, I feel that I represent the views of four different interest groups which include:

1. A small outstate school district located in Minnesota in which I am a part-time director of elementary education.

2. A State facilitator project titled the "Northern and Central Minnesota State Facilitator Project". I am part-time administrator in this program which serves 125 public school districts and 75 nonpublic schools. This project is part of the national diffusion network I referred to earlier. I also represent, in a sense, two other State facilitator programs in Minnesota, since we do coordinate our efforts. These two are located in Minneapolis and Marshall. Minneapolis has responsibility for the Twin Cities area and southeastern Minnesota. Marshall has responsibility for the southwestern and western sections of Minnesota. For your convenience I have attached a map to the written report which illustrates the three Minnesota State Facilitator territories.

3. An early childhood education pilot program presently being sponsored by the State of Minnesota through the Minnesota Council on Quality Education. I am also a part-time administrator of this program.

4. Parents in rural America. I have three children who attend schools in a small, rural school district.

My qualifications and experiences which I feel qualify me to testify before this group include:

1. Five years experience teaching in elementary schools.

2. Fourteen years experience in different school administrative positions including:

a. Five years teaching in elementary schools.

b. Fourteen years of experience in school administration in such positions as:

(1) Elementary School Principal;
(2) Director of Elementary Education; and
(3) Special Programs Project Directorships including:
  (*a*) Head Start;
  (*b*) E.E.E.A. title III. Innovative projects;
  (*c*) E.S.E.A. title V. Minnesota rural schools assessment project;
  (*d*) E.P.D.A. parent volunteer training project project;
  (*e*) Hill Family Foundation project on differential staffing;
  (*f*) The Bush Foundation project Transferring successful educational programs project (Tran-SEPP)—This program disseminates successful programs developed in Staples School District to all the other school districts located in rural Minnesota;
  (*g*) Rural family development early childhood education project—A project which utilizes a home-based approach to assisting parents of children ages 0–3; and
  (*h*) Northern and central Minnesota State facilitator project—A project which relates nationally validated educational program to local educational agencies in an 800,000 square mile area of northern and central Minnesota.

3. Forty-four years of living in rural Minnesota and three children enrolled in its schools.

Many millions of Federal dollars have been put into attempting to improve the quality of education for local schools through innovative research and development projects. Many of these projects were successful in improving the educational programs offered to youngsters. However, these successes have had little opportunity or lacked a diffusion system for transferring these successful programs and practices to other schools. From our viewpoint in the rural areas of Minnesota, we have seen many exemplary programs with no dissemination capabilities nor finances to provide such a program. The programs were a success in helping children, but only in one school district. As I undertand it, a couple of years ago, some U.S. Office of Education personnel and representatives of State educational agencies put their heads together in an attempt to alleviate this situation and the result was the formation of a national diffusion network supported by E.S.E.A. title III., 306. funding. The purpose of this network was to insure that successful educational practices developed under Office of Education programs moved from the development site into the other school districts across the Nation at a fraction of the development cost. This network included such components as (1) the U.S. Office of Education, (2) State educational agencies, (3) successful education programs or developer/demonstration sites, (4) local educational agencies, and (5) State facilitator projects—"grassroot" educational agencies who served as linkers between developer/demonstration projects and local educational agency consumers.

This network was officially initiated and funded during this present fiscal year and the results thus far, in my opinion, have been extremely successful and worthwhile in affecting local school agencies. I will relate to evidence which supports this statement later in my testimony.

The process utilized by the diffusion network is both comprehensive as well as thorough and includes the following considerations:

1. In the case of determining and utilizing developer/demonstration sites (exemplary programs) the system recognizes the importance of proven quality. The criteria for consideration includes such things as (1) significant statistical results—the program has to have results which clearly illustrate the value of the program, (2) cost effectiveness—the program must be considerate of the costs as related to effectiveness in terms of another school adopting, and (3) evidence of transferability—there must be evidence that, in fact, the program has transferability capability. My experience during the past 8 months clearly illustrates these criteria were met. In every instance of working with all the developer/demonstration programs I have found them to be very progressional and dedicated educators. Every program has had information of value to the schools within my project area. It is my understanding that hundreds of programs have applied to become developer/demonstration sites but only 60 or so have passed the review panel and not all of these have money as yet. The process includes a real "hard-nose" screening process by a panel titled the validated review panel. More and more programs are being added to what is referred to by those of us involved as the universe. I have some copies of program descriptions in

the event the committee would like to see what kinds of programs are available. I will mention a couple specific examples of programs following my overview of the total diffusion network.

2. In the case of the role and responsibilities of the various State facilitator projects, it is our responsibility to serve as linkers between local schools in our project area and the developer/demonstration programs. We attempt to relate the training capabilities of the exemplary programs. In the case of the project I administer, I have used the following techniques and strategies:

a. Provided awareness types of information through project area meetings in different geographical locations within the project area for administrators and teachers.

b. Provided general awareness information through project newsletters.

c. Provided specific materials on D/D projects to those requesting such information.

d. Provided visitation to D/D sites, including training workshops for potential adopters.

e. Provided workshops in different geographical locations of my project area which inform as well as train local school personnel. These workshops utilize both local educators who have visited D/D sites as well as consultants from the D/D sites.

f. Provided technical assistance to individual local schools utilizing D/D personnel.

These project activities were not planned and determined by myself solely, but reflect the local level of thinking as a result of involvement of a project advisory committee. This project advisory committee reflects such diverse considerations as representation of public and nonpublic schools; elementary, secondary and higher education, teachers and administrators; Minnesota Department of Education, different size schools and project area geographic representation. The results of this representative involvement have assisted the overall project and have served to promote and implement the project quite successfully.

In summarizing the role of the State facilitators, we:

(1) Assist the local school district in assessing needs.

(2) Assign local school districts in meeting a local need by relating it to a demonstration program.

(3) Provide detailed information about developed/demonstration projects to local school districts.

(4) Make arrangements for and help defray the costs of sending local school district personnel to the demonstration sites.

(5) Make arrangements for the developer/demonstration program to provide training and technical assistance within the project area or on a local district site.

(6) Work with the local school district in developing a lasting change model.

3. In the case of the U.S. Office of Education, they have done an outstanding job of organizing, supporting and monitoring the total diffusion network. In my view, they have done a miraculous job in establishing an effective network over such a short period of time. Their insistence on quality throughout the entire network has greatly assisted everyone involved in the total operation.

4. Our Local State Department of Education has also lent support and encouragement to the overall network. There has been total and complete cooperation and coordination of efforts in our State.

Hopefully, this information provides you with an overview of the total diffusion network. Now, I would like to be a little more specific and provide you with some information which illustrates the quality of the program and assisis your committee in making decisions relative to possibly considering financing the Special Projects Act. This information was gathered from my project records, logs, and reports. The project has accomplished the following between July 1, 1974, and March 1, 1975:

1. Provided information to 125 public school systems and 75 nonpublic schools on project activities.

2. Provided awareness information to some member on each individual developer/demonstration project.

3. Provided information to 303 educators on specific developer/demonstration projects.

4. Received 58 applications from individual public and nonpublic schools for visitation to D/D sites.

5. Providing educators with finances for visiting and participating in training through projects nationally. Twenty-two visitations and training sessions involved personnel from the project area on the developer/demonstration site.

6. Provided six workshops in the project area for 250 educators relating to information and training on developer/demonstration programs.

7. It would appear that there will be approximately 15 or more local adoptions of developer/demonstration programs by local educational agencies within the project area. There have also been numerous reports of spinoff activities in other school districts. If all 57 State facilitators could report the same data, the total for the United States would total between 750 and 850 adoptions. My correspondence with other facilitators seems to illustrate that at least a minimum of 500 adoptions will occur this first year.

This information indicates to me that the diffusion network is working. There always seems to be some problems the first year of any program, but I believe most of the bugs have been eliminated from the network and I believe a second will provide even greater acceptance and involvement from local schools.

In conclusion to this area of my testimony, I would like to provide you with two examples of what happened in working with two developer/demonstration programs and relating them to local schools:

1. The Roseville, Minn. project titled "Focus". This project relates to a school working with a group of disenchanted students. These students are the kids who reach the age of 16 and want to quit school. They are the kids who really make teachers climb the walls. They are the kids who are in hot water with the law constantly. Well, this project has reached these kids. My own personal observation of this program has proven that love and an appropriate school program can really turn kids around. I might add that this problem appears to exist at varying degrees in almost every school in my project area. Four schools in my project area are now adopting this fine program. I believe there will be even more adoptions based on the requests I have received from other schools for information. The diffusion network really made possible this assistance for kids. The "labor of love" this project illustrated by Project Focus is being adopted by other schools. The focus project is a great project for students and should be used as a model for other schools.

2. A second illustration is the Waupun, Wis., project titled "Strategies in Early Childhood Education." This project relates to the screening of all students entering kindergarten in the areas of motor development, auditory and visual perception, and language development, and provides followup through an individualized diagnostic-prescriptive teaching approach. Two of my area schools applied for funding and visited this project. The results of these visitations are: One school has already implemented the program and the other school will be implementing the program this spring. Also, there have been spinoffs and one other school system is adopting as a result of working with one of the schools adopting in my area. In addition, four other schools are visiting the project site and taking training for adoption this spring or next fall. The facts in this case, in dollars and cents, is that potentially seven schools are adopting a program which costs over $260,000 to develop for only an investment of $1,275. This to me illustrates the value of diffusion network in terms of cost effectiveness. I have not provided

to this point information on the other two State facilitator projects, namely; those located in Minneapolis and Marshall. Both of these kind people have provided me with information and I have included it in the appendix area of my written report. This information also substantiates the value of the diffusion network and needs for continuance.

With these varying thoughts and what I feel are successes in mind, I will be disturbed if I see the diffusion network go down the drain because of lack of appropriate funding. I strongly encourage you to appropriate moneys in the Special Projects Act so as to insure continuance and expansion of this most important program. An annual appropriation of $15 million for the Special Projects Act for another 3 years would provide enough to accomplish this. I believe that this program is a caring and sharing program which sould continue.

My second reason for appearing before you is the area of early childhood education. Once again, I hope there are enough dollars appropriated so as to promote this most beneficial endeavor. It is my belief, as a result of having been involved in a State of Minnesota sponsored pilot project, that it just makes sense to alleviate problems as early as possible with children. I firmly believe early childhood programs should be home based in nature. In other words, early childhood programs should relate to assisting parents to become even better parents. Parents are the first and most important teachers a child will ever have.

In our district, we have been involved for the past year in attempting to provide such a program. We have attempted to employ a number of techniques to assist parents including:

1. Assessing the needs program: This program assesses the needs of children and parents. One example is the area of health. We have found that 80 percent of the children assessed thus far have needed referral. These referrals may vary from being 6 months behind on immunizations to a case of lead poisoning.

2. Parenthood training program: We have scheduled meetings and discussions for parents around a variety of subjects including language development and speech, nutrition, reading to children, discipline, et cetera, from which parents we have gained knowledge.

3. High school parenthood training: Students in our high school are learning about being parents and about children. It seems strange that society spends so much on preparing people for a vocation, but has neglected preparing students to be parents—a role which may be the most important aspect of their life on this good earth.

Time does not permit going into all the other programs, but our experience has been positive and I strongly recommend your giving thought to this area of education in considering appropriations. An annual appropriation of $10 million under the Special Projects Act over a 3-year period would enable a fair test of the effectiveness of such early childhood related programs.

From the information I have been able to gather it would appear that in order to include both of these most worthwhile programs in the Special Education Act, the total act funding would have to be $80 million and I recommend this figure for your consideration.

Mr. Chairman and committee members, I sincerely appreciate the opportunity to appear before you. In the event you should desire further information, I would be most willing to put together information and mail it to your committee or answer questions now.

Thank you, Mr. Chairman.

STATEWIDE FACILITATOR PROJECTS

Kittson
Roseau
Lake of the Woods
Marshall
Pennington
Red Lake
Polk
Koochiching
Itasca
St. Louis
Lake
Cook
Norman
Mahnomen
Clay
Becker
Cass
Aitkin
Carlton
Pine
Todd
Morrison
Staples
Minneapolis
Marshall

MINNEAPOLIS FACILITATOR—THE EXCHANGE

I. Organization:
  1. Initial survey. To determine interest.
  2. Results: Indicated a primary project area interest in alternative school organization and alternative programs and curriculum. Project is presently working with:
    1. New Model Me—Lakewood, Ohio;
    2. ECOS (Environmental Education—Community Opportunity for Stewardship)—Yorktown Heights, N.Y.;
    3. Project Focus—Roseville, Minn.;
    4. Occupational Versatility, Seattle, Wash.;
    5. Early Prevention of School Failure, Peotone, Ill.;
    6. Parent-Child Early Education Program, Ferguson, Mo.;
    7. LEM (Learning Education Module), Hackensack, N.J.

II. Thirty participants per workshop:
  A. Teachers and administrators who want to initiate.
  B. Persons who want to extend for adoption purposes.

III. Cooperative effort of 3 facilitator projects:
    A. Workshops.
    B. MEA and Nat. Elem. Princ.
IV. Metropolitan as well as southeast part of State:
    A. Rochester and Winona areas are interested in alternatives schools areas.
    C. Working with archdiocese of St. Paul.
V. Unique: Coordinated with Teacher Center Workshop, University of Minnesota, Minneapolis, Federal programs.

STATE FACILITATOR PROJECT

Southwest and West Central Educational Service Area, Southwest Minnesota State College, Marshall, Minn.

Rationale

Because the project is situated in a rural third of the State characterized by small communities and small school districts, we have attempted to operate as an educational "extension agent" which is somewhat similar to the agricultural extension agent idea. We have attempted to inform schools of the successful educational programs in the "306 diffusion system," and match them with the needs and priorities of the schools. The funding has been used to facilitate the adoption or adaptation of programs that meet the needs of schools.

Advisory committee

1. One awareness meeting with an original advisory committee of 32 board members, school administrators, teachers, and principals.
2. Two meetings with an executive committee of 7.

Visitations

There have been seven visitations of D/D sites under project funds.

Consultant workshops

1. Six programs have presented—nine different workshops in the area to 324 educators.

Materials distributed

1. Materials have been constantly flowing through our files from D/D programs to interested people in schools, colleges, and the regional service center personnel.

Communications

1. An initial mailing including a description of the project, paragraph descriptions of forty educational programs in the 306 dissemination system, and a needs assessment instrument. The needs assessment instrument asked for the school to identify their five top programing priorities for the year.
2. Three newsletters.
3. A set of one page descriptions printed cooperatively by the three Minnesota facilitators.
4. Three regional orientation meetings.
5. Workshop brochures mailed to all schools.
6. A special orientation meeting for the schools most interested.

Programs planned

1. A visitation of the Waupun project by six elementary principals with their kindergarten teachers in March.
2. An awareness meeting with Project PREP in April.
3. An adoption training workshop with Project Adventure.

Evaluation of programs

The programs are screened by persons assigned to review them to assess their potential for our third of the State.

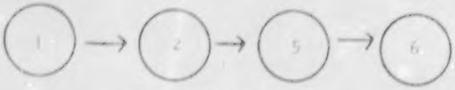
Educational service area (ESA)

The project is housed at a pilot regional educational service center housed at a State college in the rural part of the State. This has been an ideal setting for the project because of communications and expertise to tap in reviewing the potential of projects.

PROCESS MODELS
(Or How It's Happening)

1. Facilitator initiates request for awareness presentation
2. Awareness presentation
3. Facilitator receives request and arranges visitation of a program
4. Visitation
5. School (or consortium) requests and facilitator arranges consultants from program
6. Presentation by program people to school or consortium
7. Follow-up visitation by teachers and principals
8. Person making visitation reports to professional organization
9. Person making visitation reports to consortium
10. Facilitator invites an adoption training session
11. Facilitator provides awareness
12. School use project program

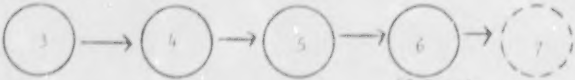
A. New Model Me



2 presentors
Total - 95 people

Montevideo
2 presenters -- 140

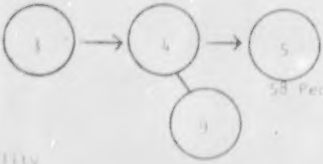
B. Waupun Project



60 People

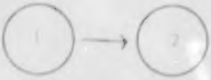
Planned

C. Ferguson Project

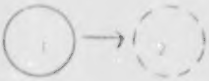


58 People

D. Occupational Versatility



E. PREP

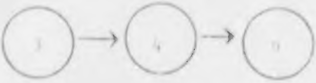


- April 16

F. Project IDEA

Hearing Impaired

G. Project LEM



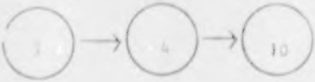
H. Focus

1. Four visitations
2. Three schools considering adoption

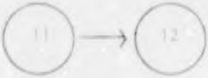
I. St. Paul Open School

1. Internships - two (in April) - school initiated

J. Project Adventure

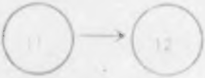


K. Miami Program



1 ESA Staff

L. Project SEE



3 Schools
In-service training program

WITNESS

RICHARD HEGRE, STAPLES PUBLIC SCHOOL SYSTEM

Mr. HEGRE: Mr. Chairman, I deeply appreciate the opportunity to be here to represent a small school district in central Minnesota. I have prepared a statement, but I will try to summarize it to save some time. As you said, I represent Independent School District 793, Staples, Minn., and this is located in rural Minnesota. I would also like to say I think because I have worked in a Federal program through the U.S. Office of Education that I relate to 129 rural public school districts plus 75 nonpublic schools. And since I am from a small school district, I wear a lot of hats. I am also director of an early childhood project, a project in Minnesota sponsored by the State.

I would like to address myself to two areas. One is our National Diffusion Network, which is presently being funded under ESEA, title III, section 306. I am the State facilitator for that program. It is my job to link together nationally exemplary programs that have gone through a strenuous validation process with local educational agencies, and I will give a couple of examples of this program a little later.

The second thing is in the area of early childhood. I feel a firm commitment to this area and the fact that we have been involved in this area for some time leads me to believe that encouragement should be given to this area in terms of the Special Projects Act.

In the area of the national diffusion network, if it were possible, I would recommend that $15 million of the money appropriated for the Special Projects Act be used to expand the national diffusion network, which works in every State. It has programs from practically every State and has facilitators like myself working in practically every State.

In the area of early childhood, I would like to recommend that $10 million from the Special Projects Act be spent in this program, particularly in working with parents, not necessarily directly with children, although there is a direct relationship, but assisting parents in attempting to make parents even better parents. I think we all agree that we spend a lot of money preparing people for vocations, but I am not sure we spend much money preparing people for being parents, which may be the most important role we have on this earth.

The problem that I know you are confronted with is the amount of money. As I see it, you would have to appropriate approximately $80 million to include the programs in my recommendations.

In the national diffusion network I will give a couple of examples. I could use most of the States here, but I have selected Wisconsin. Waupun is a small town in Wisconsin which developed a program in early child assessment of children coming in the school that are 4 and 5 years old. This project cost $270,000 to develop, and it cost $1,250 for cost to send six districts to that project. As a result of that, they have gone back and received training with their funds and adopted those programs in their school, and I think that make good sense.

The second example is Project Focus, and it is a Minnesota project, where I am from, but that project works with disenchanted kids, the kids that don't like school necessarily, kids who have teachers climbing the wall and kids who have law officials after them most of the time. They have gone through the validation process in terms of cost effectiveness, in terms of transferability of their program, in terms of providing significant statistical results and Project Focus has turned kids around.

I personally have observed it and sat in on their programs on a couple of occasions. What has happened is that we funded two school districts to visit that program, and we now have five districts adopting the program in Minnesota. I think it will reach kids and help them.

Some of the other accomplishments of the diffusion network in terms of my work—and I work with 800,000 square miles of Minnesota, and that is a lot of land—but for example, I provide 300 requests for information on specific second level information, beyond awareness kind of information that schools can use in adopting other programs and securing ideas from other programs. We put on six workshops and have had upward about 250 people attend those and school administrators, and I think it has made a positive effect. I haven't been able to measure the effect of that, but I will be doing that this spring.

It would appear that I will have in my own area between 15 and 20 adoptions of the project. I was delighted even last night to call home and find out that the school district that I didn't think was going to adopt it in the last school board meeting, adopted the program in Detroit, Mich.

I think this program is a caring and a sharing, working with the developer/demonstration program. I think we have an opportunity here, if we could extend the diffusion network to even share more, and I think it just makes good commonsense, and I think kids are the name of the game, and I think this program is helping kids.

My second area is Early Childhood, and I know my time is up, but for the past year we have been involved in this, and I will give a couple of examples of the value that has come out of this. In the area of health assessment, in our rural area we found 80 percent of the kids that are from zero to five in need of referral. This may be from 6 months immunization to a kid who has lead poisoning, but without this program we have now in Early Childhood we wouldn't have been able to help these people and help the kids.

We have established a parenthood training program, education for parents. We have a very good parents advisory, which is representative of every social group as well as geographic location within the school district, and they set the priorities in terms of what they want to learn, language development, speech, nutrition, reading to the kids, discipline, and so on.

We also have a high school parenthood training program. In other words, kids in high school are participating in practical experiences in situations and must have an opportunity to learn how to raise children, and this seems to be very positive.

Mr. Chairman, I sincerely appreciate this opportunity to meet with you. I am here because I like kids, and I think that the programs I recommended should be considered. I would be willing to put together any further information that you might desire or answer any questions you might have.

Mr. FLOOD. Thank you very much.

Next up is Miss Emily Hammond. Emily is testifying on title VII of the Education Amendments of 1974.

WITNESSES

MISS EMILY C. HAMMOND, TESTIFYING ON TITLE VII OF EDUCATION AMENDMENTS OF 1974

MRS. EVELYN GONZALES

MRS. VIOLA HOLSTON

Miss HAMMOND. It is nice to see you again, Mr. Chairman.

Mr. FLOOD. It is nice to have you on board.

Miss HAMMOND. I would like to introduce Mrs. Viola Holston, who has been a teacher in the phonics program of which I was director. I will only ask her, at the end of my statement, to say a word as witness of the excellence of the program. And this is Mrs. Evelyn Gonzalez, who is from the Morgan School, one of the really "intercity" schools, and who has witnessed a demonstration of the program that I have been conducting over the last 2 years.

I will read my statement as I have written it.

Mr. Chairman and members of the committee, my name is Emily Cuyler Hammond. I am a resident of Baltimore, Md., working in Washington as a freelance legislative consultant, researcher, and writer.

I am most grateful for this opportunity to testify as an individual before this important subcommittee, on title VII of the Education Amendments of 1974—the national reading improvement program.

My purpose is threefold:

(1) to apprise you of the remarkable results of The First "R"—a teacher-training and learning-to-read demonstration project sponsored by the late Watson Washburn, founder of the Reading Reform Foundation, and conducted here in the District of Columbia during the spring and summer of 1973;

(2) to emphasize the low per-pupil cost of the successful teaching method used by The First "R"; and,

(3) to make a suggestion which, I feel, if implemented, would increase the chances that title VII's most laudable objectives are reached.

SUCCESS STORY

While public school reading scores were continuing to go down, The First "R" during a 6-week period, a mere 80 hours of teaching time, raised the average reading ability of 58 randomly selected, mostly inner-city blacks (some beginners, some nonreading teenagers) by an astonishing 2.2 grades!

The secret of The First "R's" success was mighty simple, Mr. Chairman—it was a matter of method: The public schools, by and large, use one variation or another of the whole word method (also called the look-say, the look-see, or the meaning emphasis method), and then introduce a little phonics, if at all, in the 2d, 3d, or 4th grade.

The First "R" employed only intensive, alphabetical phonics (also known as the code emphasis method). I like not to use the word phonics because it is controversial. The special method that was used by The First "R" is a phonics-linguistic approach, somewhat different from the general run of phonics methods.

Now, we all know that one swallow does not make a summer, and that one demonstration of phonics' success could be pure coincidence. I therefore would like to quote from "Learning to Read: The Great Debate—An inquiry into the science, art, and ideology of old and new methods of teaching children to read," by Dr. Jeanne S. Chall of the Graduate School of Education, Harvard University. I quote from page 703:

> Most schoolchildren in the United States are taught to read by what I have termed a meaning emphasis method. Yet the research from 1912 to 1965 indicates that a code emphasis method—i.e., one that views beginning reading as essentially different from mature reading and emphasizes learning of the printed code for the spoken language—produces better results, at least up to the point where sufficient evidence seems to be available, the end of the third grade.
>
> The results are better, not only in terms of the mechanical aspects of literacy alone, as was once supposed, but also in terms of the ultimate goals of reading instruction—comprehension and possibly even speed of reading. The long-existing fear that an initial code emphasis produces readers who do not read for meaning or with enjoyment is unfounded. On the contrary, the evidence indicates that better results in terms of reading for meaning are achieved with the programs that emphasize code at the start than with the programs that stress meaning at the beginning.

Since 1967 when Dr. Chall published her study—made under a grant from the Carnegie Corporation of New York—more and more phonics (or code-emphasis) purportedly has been returning to the class rooms. But (as aforementioned), it has been, in most cases, a bad mix of too little phonics too late.

This is the thrust for this committee:

PER-PUPIL COST—INTENSIVE PHONICS V. WHOLE WORD

Today, there are a number of good inexpensive intensive phonics textbooks on the market. One had to be chosen for The First "R" and Mr. Robert Price, a nationally known phonics specialist, decided on "Sure Steps to Reading and Spelling" by Dr. M. Herbert Weiss. This no-nonsense paperback is a complete reading course in itself (needing no film strips or other paraphernalia) and costs only $3—for the whole course, only $3. All through school, college, and the rest of your life for anything you want to read, you acquire the skill from this book: You are an accomplished reader. The average per-pupil cost of teaching to read by the whole-word method, or by the whole-word-phonics mix is estimated at $78—a rather spectacular difference, particularly now, when the Nation is suffering a painful inflation-recession.

HELPING TITLE VII TO REACH ITS OBJECTIVE

Mr. Chairman, you know better than I do how much Federal money has been poured out in recent years for reading programs, particularly among the disadvantaged and how little there is to show for it, much less boast about. Now title VII authorizes more Federal money for all kinds of new reading programs with, in my opinion, Mr. Chairman, insufficient safeguards to prevent it all being spent on attempting to teach reading by that very same old whole word method or that bad mix of whole word plus too little phonics too late—both of which methods are scoring such a high percentage of failure.

I realize, Mr. Chairman, that this committee may not legislate. However, if it is appropriate, and with your permission, Mr. Chairman. I would like to suggest that the committee might include language in its report to the effect that while not wanting to take sides in the "Great Debate," the committee trusts that the Commissioner of Education, in appointing title VII advisers, et cetera, and in making title VII grants and loans, will afford equal opportunity to the whole word method, to the whole word phonics mix, and to intensive phonics.

If it is appropriate, the committee might also, in its report, importune the Commissioner of Education to cause a comparative study and cost analysis to be made of the different methods of teaching reading and report back to the Congress. In other words, my testimony is to suggest possible ways of reducing the cost of education and obtaining quality education at the same time.

At this point, Mr. Chairman, I would like to introduce Mrs. Holston, if I have another minute.

Mrs. Holston. Mr. Chairman, I am Viola Holston, director of a Montessori School in my home, preparing children to enter into the first grade, and it has been proven that the sure steps to reading and spelling works. I have a 4-year-old granddaughter that is reading on the fifth grade level. I have children going to the first grade reading on the third and fourth grade level. I really think that Miss Hammond should be heard today. It will work. It will work, Mr. Chairman.

Mr. Flood. We heard her. Thank you very much.

Miss Hammond. May Mrs. Gonzales have a minute?

Mrs. Gonzales. I am Mrs. Evelyn Gonzales. I am at the Morgan Community School. I am the reading specialist there, and on February 22, Miss Hammond came to our school with the consultants of the sure steps in reading program. There are demonstrated to us with four of our students, two on the kindergarten level who had acquired the sounds but who had not yet begun to blend their sounds together, and two of our older students, one on the fifth grade level and one on the sixth. One was reading on the second grade level, and one had reading skills on the fourth grade level, so they were both reading below their grade levels. The two children on the kindergarten levels were able to blend their sounds and attack unknown words. The one student on the second grade level who didn't know many of the letter sounds, letter names, nor had the sounds, was able to catch the letter names, catch the sounds, the underlying phonics rules. The other student on the sixth grade level was able to do the same.

This was from 1 hour of instruction time. And I am able to support Miss Hammond in her statement, and I urge the committee to look into this method further. Thank you.

Mr. Flood. Thank you very much.

Miss Hammond. Thank you again, Mr. Chairman.

Mr. Flood. Dr. Leroy Watt and Dr. Bill Bright, the National Community Education Association. Who is Leroy?

Dr. Watt. I am, Mr. Chairman.

Mr. Flood. Are you Bill?

Ms. Fletcher. Mr. Chairman and members, Dr. Bright was not able to be here today, and he is the president of our national association.

Mr. Flood. After this weekend, we are prejudiced; we like green. That is a beautiful shade of green.

Ms. Fletcher. I did wear one on the 17th.

Mr. Flood. All right, Doc.

WITNESSES

DR. LEROY WATT, NATIONAL COMMUNITY EDUCATION ASSOCIATION

MS. SUSANNE FLETCHER, NATIONAL COMMUNITY EDUCATION ASSOCIATION

Dr. WATT. Susanne Fletcher is the secretary-treasurer of the association, and she will speak for Bill, and speak first, Mr. Chairman.

Ms. FLETCHER. I am Susanne Fletcher from Montclair State College in New Jersey, and I was asked to come and take Bill's place.

Mr. FLOOD. Where is that?

Ms. FLETCHER. Upper Montclair. Just due west of Jersey City.

Mr. FLOOD. Is that all right, Patten?

Mr. PATTEN. That is where the rich people live.

Mr. FLOOD. Is that where the lace curtains are?

Ms. FLETCHER. At any rate, I was asked to come as an elected representative of the national constituency, in effect, to bring you greetings and a promise of support from the membership across the country. There are over 4,000 schools throughout the 50 States that are currently being utilized as community centers to embrace a comprehensive community approach to education. The people who have worked in these schools and who are working in them have literally pioneered community school development, and they are very cognizant of the endorsement given to the movement by the inclusion in President Ford's budget of an allocation for funds.

In a very real sense, though, they look to the members of this committee as perhaps the group that can translate that kind of support into a reality.

From a smaller sphere than the national, from the State of New Jersey, I am also an elected member of our State community education association, and I convey greetings and offer of assistance closer at hand than the 50-State spread.

From both the National and the State associations you have the offer of any information and any other kinds of assistance that we could render to the members of this committee as they deliberate on community education now or in some future time; it would be our pleasure to supply.

My purpose in being here and the reason I was asked to come was to speak to you as an elected representative of a large group. Dr. Watt will present the more substantial kind of testimony in terms of the things that are happening.

Mr. FLOOD. All right, Doc.

Dr. WATT. Thank you, sir.

Mr. Chairman and members of the committee, on behalf of the National Community Education Association and all of its members, may I express our appreciation for this opportunity to appear before you in support of an appropriation in fiscal 1976 for the Community Schools Act—section 405 of Public Law 93-380.

As we face economic and energy problems in this country, it behooves those of us who are interested and care to try to provide opportunities and mechanisms so that local communities can and will provide educational, recreational, health, and cultural opportunities for its citizens within those communities.

These opportunities must provide a new outlook for all the community members regardless of age while at the same time utilizing existing facilities, providing low-cost activities, requiring little, if any, expending of gasoline energy, and consolidating and discontinuing the duplication of services to the community. Such a mechanism must not only occupy the members of our society in a meaningful way but must provide for community involvement where increased citizen participation helps define and solve community and individual needs and at the same time build a stronger form of self government.

The community education legislation before you provides those kinds of opportunities. The long record of community education involvement as it began in this country over 30 years ago proves that for every dollar invested untold additional local community dollars have been generated. An additional benefit is the vast amount of human energy and human involvement that those communities have experienced as the community education concept developed in their schools and communities.

We recognize, as did the President, that this program in this economically depressed time could not be funded in full and so the members of the National Community Education Association concur with the President suggesting that a beginning $3,553,000 be allocated in fiscal year 1976 so that time may be gained for systematic and thorough planning. At the same time, this would provide a beginning to insure that the communities of this country through the efforts of the community education movement will be revitalized.

If there ever was a time for the individual citizen of every community to have the opportunity to have a meaningful impact on his own life and upon his children's future, the time is now. Therefore, we appeal to this committee to recommend to the Congress this very small appropriation which will set in motion the most meaningful, worthwhile educational concept that has been authorized by the Congress in a long time.

Mr. Chairman and members of the committee, we are mindful of the many pressures you face and the many demands on the dollars which are yours to appropriate. We ask you not only to accept the testimony presented today but to return to the testimony presented in the past which indicates that for every dollar invested in the community education program, the local communities have amplified those dollars at least 20 times. The commitment and the effects of those dollars and the commitment of those people in the individual communities speak so overwhelmingly positive that when you review the data you will be convinced that community education's time has come.

We, the professional community educators in this country along with the more than 4,000 individual school building programs which are already involved in more than 810 school districts in the development of community education, pledge an all-out effort to see that the Federal dollars appropriated make a maximum impact providing those services the legislation proposes.

We ask that you only being in this small way the opportunity for the community education movement to show its worth and value as a viable concept. Once this is done, we will be more than happy to stand on what we know will be an outstanding performance record. Your decision then is one of the most vital decisions you will have to make in determining the distribution of Federal dollars.

On behalf of all of the members of the community education movement and on behalf of all those communities yet to be awakened by this concept, we wish you the very best in your deliberations and thank you for this opportunity to appear before you to recommend the appropriations as specified by the President.

Mr. FLOOD. Thank you very much, Doctor.

EDUCATION PROGRAMS

WITNESS

DR. ROBERT F. BAKER, PRESIDENT, GINN & CO., PUBLISHERS, AND VICE PRESIDENT OF THE XEROX EDUCATION GROUP

Next, we will hear from Dr. Robert Baker, who is the president and chief executive officer of the Ginn Xerox Publishing Co.

Mr. CONTE. Mr. Chairman, I would like to take this opportunity to welcome Dr. Baker. Dr. Baker is from my home State of Massachusetts, and I am sure we all appreciate his coming here to Washington today to appear before the committee.

Thank you.

Dr. BAKER. Thank you, sir. I almost didn't get here. It seems the water is not cooperating with floods today.

[Dr. Baker's complete statement follows:]

Mr. Chairman and members of the subcommittee: I am Robert F. Baker, president, Ginn & Co., Publishers, and vice president of the Xerox Education group. Ginn & Co. headquarters are in Lexington, Mass., and we have served the Nation's school since 1867.

Quality publishing has always been an important characteristic of Ginn instructional materials but today the need for reliable and validated instructional tools has taken on increased importance. Demands that schools show performance to justify the expenditure of public funds for education are increasing at local, State, and national levels.

As a major educational publisher, Ginn fully realizes that instructional product improvement is dependent upon continued advances in development technology. Ginn, like a number of educational publishers, not only has published laboratory developed products representing these advances in development but has as a consequence begun to incorporate internally specific changes in development procedures, which lead to increasingly effective educational products. Thus, we support the legislative mandate of the National Institute of Education and are vitally concerned that the budget of the Institute reflect and forward this mission. Educational R. & D. that produces useful products for the schools requires sustained and continuous programmatic efforts. This continuity of effort has been difficult to establish and maintain in education, where the tradition has been small-scale and short-term projects. The proposed NIE budget looks to increased knowledge that will be useful in the distant future.

This faith and reliance on the production of knowledge alone to solve significant educational problems signals a return to the pre-1965 era of educational R. & D.

We understand that the funds earmarked for programmatic R. & D. have been drastically reduced in the proposed 1976 NIE budget without direct and specific priority for programmatic R. & D. in the NIE appropriations. We fear that educational research supported by public funds will do nothing more than confirm the impression that schools are bad while contributing few products necessary to make schools good.

Quality-assured instructional products are vitally needed by today's schools. The programmatic educational R. & D. capability which has been nurtured by public investment is now producing high-quality products in sufficient number to effect desirable improvement and changes in instructional effectiveness.

This programmatic R. & D. capability complements and extends the historical capability of publishers. Educational laboratories and R. & D. centers have established efficient means of producing quality-assured educational products. Installing these products effectively and economically in the Nation's schools demands the capability of educational publishers. The publishing industry has long-established qualifications to accept this task. However the translation of research into a form that has immediate and direct usefulness to the schools is a necessary prerequisite to do this.

The Nation's present capability for programmatic R. & D. in education has been established and fostered by congressional appropriations formerly to USOE and now to NIE. This investment has resulted in a nucleus national resource which if reasonably nurtured will yield national benefits. These benefits need not be justified on faith. They manifest themselves in instructional products now being used by millions of youngsters in schools throughout the Nation. These benefits are not limited to students and school personnel. Increasingly sophisticated development technology has significantly influenced publishing practice. I speak on this point specifically from our experience at Ginn and Co. with SWRL, the educational laboratory near Los Angeles, and with other laboratories and centers.

I had intended to bring the benefits of programmatic R. & D. to the attention of the Congress via the committee considering the reauthorization of NIE legislation and will do this at the appropriate time. However, I feel it is important to bring this matter to your attention at this time in view of the clear and present danger that the Nation's programmatic education R. & D. capability will be allowed to atrophy without firm instruction to NIE by action of this committee. Loss of the capability will be expensive to recoup in both time and cost. Contractors capable of programmatic R. & D. cannot stop and restart on agency command.

Publicly supported laboratories and centers are presently the single most significant capability in carrying out programmatic educational R. & D., and therefore it is my recommendation that the Congress take action necessary to preserve this capability.

My interest and concern for other aspects of NIE is not restricted to this recommendation. However these interests and concerns do not have the same urgency. A substantial reduction and/or discontinuation in this public investment which has brought about a national capability in programmatic educational R. & D. appears to be imminent. Again, I strongly recommend that the public investment in this capability as represented by Educational Laboratories and Centers be supported and allowed to remain as a productive and integral part of the Nation's Educational Research and Development effort.

Thank you. I appreciate the opportunity you have given me to speak on this important matter.

Dr. BAKER. I think the statement is fairly straightforward. I have in the third paragraph on the first page, before "publisher" inserted "Federally supported," and if you have no objection, I would like to make several comments about what I say here and give you some feel why I particularly have an interest both as a general manager of a publishing house which has been a resident of Massachusetts since 1867, as well as an interest as a taxpayer.

It is my observation that the National Institute of Education in all probability will not request sufficient funds to continue what has been labeled programmatic research. My personal experience here as a publishing house started about 4 years ago when, in fact, on the basis of open competitive bidding we secured the publishing rights to a beginning reading program that was directed toward elementary schools and specifically toward children who were in the kindergarten or first grade.

The purpose of our entering into the competition bid to publish the program was both internal and external. Let me explain. Traditionally, publishers have depended on external authors for their programs.

There is nothing wrong with that. An internal capability develops within a publishing house working together with the authorship to put forward some of the best programs found anywhere in the United States and the world.

What happened in the late 1950's and early and mid-1960's with the establishment of R. & D. capability directed to product development was that we began to see emerging new ideas related to achieving specific learning outcomes in instructional programs to express these ideas people begin to banter around words like learner verification, criterion testing, et cetera. All of these implied reliance on a development process somewhat different than what publishers had engaged in up to that point.

Lacking an outcome oriented program, and sensitive and responsive to needs of the marketplace, we entered the competitive bidding and secured the opportunity to publish the beginning reading program. The results of that program have been rather startling to me personally, and to anyone connected with us and through the industry.

Whereas there have been many studies in the past few years that have questioned whether schooling makes a difference, and whether Federal funding can improve instruction, the results achieved by children in our 3 years of experience with this program—regardless of the race or socioeconomic status of the children—indicate clearly that the 5- or 6-year-olds enter into the first and second grade with substantially enhanced capability to read.

That is a significant factor. But important to us is not only that the results proved so rewarding in the schools, but that we have also been able to apply internally a technology as it relates to product development that no one publisher or any single publisher would be capable of developing.

I think this is why I took the time to come and talk with you today. I am convinced that as an industry, while we can do research, we don't have the capability to make substantial long-range investment as it relates to the technology of product development. We can continue what we have done on an incremental basis for years to come, but the question is whether or not we can undertake what we call second generation type programs of a significant nature. I think what the NIE and the OE have demonstrated in a short period of time is that the viability of programmatic research is an important factor as it relates to our industry in improving the industry's capability as well as it relates to providing enhanced educational materials.

My feeling is that public money which serves to enhance the capability of the private sector, substantially increases the probability of achieving important national goals.

Mr. Flood. I might say you are a classic example of why we have public witnesses. We are always impressed by the earnestness and sincerity of people like you who come here at your own expense and interest to give us an opportunity to know your feelings as well as your dedication of this kind of thing. Thank you very much.

Mr. Conte. Thank you. It was an excellent statement.

WITNESS

DR. E. DAVID MIGOCKI, MARYLAND STATE DEPARTMENT OF EDUCATION

Mr. FLOOD. Dr. E. David Migocki, of the Maryland State Department of Education.

Dr. MIGOCKI. Mr. Chairman, members of the committee, because of the short notice, I do not have for you at this time a prepared statement, but shall subsequently buttress what I say here today with such.

I am an employee of the Maryland State Department of Education, staff specialist for the Maryland School Community Centers program and also Director of the Maryland Center for Community Education.

I appear before you to speak in support of the appropriation which President Ford has requested and recommended for the community school legislation. I would like to cite two examples of how this appropriation as requested, though small in size, can be potentially great in impact.

From an LEA (local educational agency) point of view, I would like to talk briefly about Dodge Park Elementary School in the Prince Georges County, Md., Public School System. The Dodge Park community in Landover, Md., is situated in the Model Cities area of Prince Georges County. The school boundary itself encompasses a population entirely made up of apartment dwellers, all of whom are very mobile (between 40 and 60 percent of the community turns over each year), a sizable amount of non-English speakers in the community (roughly 11 percent of the school population is comprised of Koreans and speakers of other languages). A number of years ago——

Mr. FLOOD. Why do you have so many Koreans over there?

Dr. MIGOCKI. Sir, you might say it is the multiplier effect. A few years ago a number of people from Korea came from Baltimore to Landover——

Mr. FLOOD. Why?

Dr. MIGOCKI. For a number of reasons. The apartments were fairly low cost in rent——

Mr. FLOOD. Why Koreans?

Dr. MIGOCKI. Supposedly to seek their destiny in life. There is no special reason I know of, other than that. One attracted the other. Now approximately 11 percent of the school population is foreign born and that figure is growing.

To give you a flavor of the background of the school, about 6 years ago, in 1968, with these circumstances that I described, no professional organizations, no civic organizations to speak of, and no community solidarity, the school staff in the persons of its principal, its teachers, and other personnel on the staff, buffeted by problems that the students were having in school, decided some attempt had to be made to bridge the gap which existed then between the school and its community members.

And so there commenced an effort to increase the quantity and the quality of the contacts between school and community. This was done in the face of: No community school legislation at that time; no money being available for a full-time coordinator for such an effort; no local training program available to equip such a person with the skills necessary to run such a program; no development and technical assistance to speak of to help such an effort once it got started. Nevertheless, somehow it did happen. Dodge Park Elementary School did initiate a program which was and still is successful in bridging the gap between the community and its school.

The Dodge Park School community developed a program which is comprised of four components: First, the basic component, which contains the basic K–6 skills, reading, writing, arithmetic et cetera; which in turn is buttressed by the second component, called enriched; this second component complements the first through the provision of such K–6 activities as the student newspaper, student council, student clubs, and activities of one kind or another, the traditional safety patrol program, et cetera, all of which buttress the basic component. The third component, "extended" contains those activities which we tend to call out-of-school-hours activities: Supplemental educational, recreational, social, and cultural, for all members of the community; the fourth component is a staff and community development effort which breeches the gap which existed because there was no technical or professional assistance available to speak of.

To this point the Dodge Park program has been successful to the extent that approximately 26 different agencies, including the Maryland State Department of Education, are cooperating at the school site to effect this school and community program. Three months ago the school was recognized by the National Community Education Association as having one of the most outstanding community education programs in the entire country.

Although the Dodge Park community education effort surmounted these obstacles, the existence of this community education legislation years ago would have accelerated and augmented Dodge Park's success. Further, given such legislation, other communities which succumb to similar obstacles would be buttressed in their resolve.

The second part of my remarks concern the community education legislation *from an SEA (State Department of Education) point of view*, the Maryland State Department of Education. In 1970 Governor Mandel, in his state of the State message, indicated his intention to request of the State assembly that funds be set aside to expand the use of school buildings throughout the State for supplementary educational and recreational activities on an evenings and weekends basis. This, in fact, was done. This effort as outlined in the pamphlet "A Million and One," comprises the Maryland School Community Centers program.

To date there are 487 such centers operating throughout the State of Maryland. In the 5 years the program has operated, over 6¾ million residents in the State of Maryland have participated in its activities. $1.1 million per year is expended on running this program. Some of the benefits that have accrued because of it include, within those centers where the program is operating: one, a decline of delinquency; two, a decrease in vandalism; three, worthwhile educational and recreational activities which have been learned and practiced by community members who have frequented these community centers; and four, improved cooperative relationships between and among schools, community members and agencies and organizations.

However, there are several factors operating today which indicate that the school community centers program of the State of Maryland, needs to be augmented and expanded. Such factors include, for example, the energy crisis (which is promoting increased community-based and oriented activities.

Two, the need for a more coordinated human services delivery system, in the face of an increased demand for such services despite decreased budgetary allotments to provide for such; and three, the school population decline with its incumbent freeing up of clasrooms and/or schools throughout the State of Maryland. Because of these factors and others, the Maryland State Assembly is contemplating the extension of the school community centers program into a full-fledged community education model such as that passed by the 93d Congress and signed into law by President Ford.

Full funding of the appropriation requested for this legislation by President Ford would promote the expansion of the Maryland school-community centers program into the community education model. It also would spur the community education efforts of SEA's and State assemblies throughout the country.

Therefore, Mr. Chairman, and members of the committee, I speak on behalf of that appropriation recommended by President Ford for this legislation. Thank you.

Mr. Flood. How many months of the year is your school term?

Dr. Migocki. Ten months.

Mr. Flood. Why isn't it 12, or why shouldn't it be 12?

Dr. Migocki. This is one of the approaches under consideration for making maximum use of the schools, but to this point it has not been implemented in Maryland.

Mr. Flood. Obviously this has to be done with the State legislature but are you proposing things like this? This seems to be a classic example of why the term should be 12 rather than 9 or 10.

Dr. Migocki. If the State legislature and the appropriate authorities within the State of Maryland were to decide that the 12-month year-round school approach was the approach that should be taken in Maryland, that would fit in entirely with what we are proposing in this legislation. It would meet with our complete support and endorsement.

Mr. Flood. All right.

Thank you very much.

Dr. Migocki. Thank you, Mr. Chairman and members of the committee.

Education Programs

WITNESS

JAMES COX, DIRECTOR, COMMUNITY EDUCATION CENTER, GALLAUDET COLLEGE

Mr. Flood. Mr. James Cox is our next witness.

Mr. Cox is the director of the Community Education Center at Gallaudet College. He is not unknown to the committee.

Mr. Cox. Thank you, Mr. Chairman.

I thank you for this opportunity to appear before you and the committee in behalf of recommending support for the Community Schools Act, Public Law 93-380. You have before you an act which

I think has far-reaching potential in terms of cost/benefit as it relates to the provision of services to metropolitan, individual, and community needs.

The act itself, as you will note, is multipurpose in nature. I think the authors of the law should be commended. The act affects every level of the educational system that we now have in force; that is, the Federal level, the State department of education level, institutions of higher education, and local education agencies. In terms of the Federal level, it affects the funding, the guidance, and stimulation to new approaches to education at the Federal level. It affects the State departments of education for long-range stability, implementation, planning, and technical assistance to local school districts as they implement community education. It affects higher education institutions which provide the necessary training components.

If community education is to be implemented properly, there will be a need to change the traditional training patterns. We will have to have new skills for these educators to be more effective in their respective communities as they operationalize community education.

At the fourth level, it affects your local educational agencies, and there in the direct service to the consumer. So as you can see the law affects each of these levels. We think it is a well-written law and should receive the support needed to see that it is carried through. So that we can begin a partnership in the provision of immediate benefits to the citizens in each of the communities where the concept is implemented.

I say each of the citizens. Permit me now to shift gears to my specific role as director of Community Education at Gallaudet College. As you well know, Gallaudet is the only accredited liberal arts college for the deaf in the world. We were established by an act of Congress in 1796. We deal almost exclusively with the deaf. But I would like to address my remarks more or less to the handicapped, in general.

Mr. Flood. Did you say almost exclusively?

Mr. Cox. Yes; with the deaf.

Mr. Flood. What do you mean "almost"?

Mr. Cox. While my thrust is toward the deaf, I deal with other practitioners in the field who in turn could service the deaf. Gallaudet proper is geared exclusively to education of the deaf.

Mr. Flood. I wanted to make that clear.

Mr. Cox. One of the objectives, as we see it, at Gallaudet through community education is to help mainstream our society. By mainstreaming our society, we are taking each of the individual members of that community and hopefully providing means whereby they can become productive citizens within that community.

Within that community there are handicapped people. In relation to adults we know that there are more than 22 million handicapped adults in the United States; 5.6 million of these people who are mentally retarded and there are 7 million handicapped children in this Nation. A full 1 million of that 7 million children are excluded entirely from public schools and do not go through the learning process with their peers. Only 40 percent of these children receive compensatory education. Most of the programs for handicapped children occur in areas where they are isolated and insulated from the community. So the person's education is confined to that which occurs within the school faculty proper.

Of course, we know that education occurs within three environments, the home, the school, and the community. Typically, there is a negative reaction between these environments. Schools for the handicapped in the main consider themselves to be the only educational force in educating children. Parents either do not understand or misunderstand of their role in the educational process and the community remains indifferent saying that education of children is the school's job. Handicapped adults do not stop learning at the age of 16, quite typically the age when they leave school. Nor does their desire to learn stop. Generally, however, opportunities for the continued learning by handicapped adults are not available. We think through community education we can provide a positive force between each of these environments in bringing about an education that is relevant to community life.

Mr. FLOOD. We have heard that an increasingly large number of blind children are being absorbed into the regular school system recently.

Mr. COX. Yes, sir. This is a part of the mainstreaming notion.

Mr. FLOOD. We take for granted that you would like to see as many as reasonable of the handicapped, whether blind or otherwise, be absorbed into the general public school system or the private school systems at the same levels. Although we realize there are certain kinds of handicapped that cannot be, but as far as being possible, I suppose you would agree.

Mr. COX. That is right.

As an example, I will speak to the area about which I know most, the area of the deaf. We are working with the Margaret S. Sterck School for the Deaf in Newark, Del. It hired the first community education coordinator in a school for the deaf in the United States. That school happens to be located right next door to a public school system. We have received Federal moneys there to establish a demonstration mainstream program utilizing total communications. They are taking the children, deaf and hearing, and placing them in classes together.

Mr. FLOOD. What do you mean deaf children and hearing children? What is the difference?

Mr. COX. A child who is totally deaf and a person who has all of his hearing. Prior to the children being placed together in a classroom there is training of the teachers of the hearing students, training of the teachers of the deaf students, orientation to the parents of the hearing students, orientation to the parents of the deaf students.

Mr. FLOOD. Do you meet resistance from the average teacher of primary grades?

Mr. COX. We have not had any resistance at this point.

The point I wanted to make here is that through community education and mainstreaming we are finding deaf and hearing children learn to understand more about each's differences and learn to respect and appreciate each other not because each is different but because each is an individual. Quite typically what happens however is that they are separated as are the blind, the orthopedically handicapped, et cetera.

Mr. FLOOD. You have more than one purpose, other than just education. You have other purposes as well.

Mr. COX. That is right, to pick up on that, we have found in community education we are utilizing the community to educate; that is, we are teaching a history class in a museum. Now what is so unique about that? Well, for the deaf it is very unique in that they are going out of the confines of the school, which they have been isolated and insulated in, from the community.

Mr. FLOOD. Off the record.

[Discussion off the record.]

Mr. FLOOD. Back on the record.

Mr. COX. We are going out into the community and utilizing the various resources so that the child becomes more familiar with what is available to him in the community as well as do the people in the community become more familiar and aware of a handicapped person. As he becomes an adult, he can better utilize the resources that are available to him in the community. As we know right now in terms of handicapped, there are basically three reasons why handicapped people do not receive services from the multitude of services that should be available to them. The first is that the people are not even aware that certain handicapped people have special needs.

The second reason is that they may be aware, but they don't understand that need. The third is that they may be aware and understand, but they do not know how to apply their service to meet that need.

Now we in the community education movement in the schools for the handicapped are bringing about greater awareness of deaf people's needs.

For instance, we found that some deaf adults had a sincere need for counseling. They would go to the counselor and there would be an interpreter there and there would be a three-way communication between these people. The relationship was very good between the deaf person and the interpreter but there was no relationship between the deaf person and the counselor.

The relationship developed between the deaf person and the interpreter and the interpreter and the counselors. Now we have counselors who can communicate with the deaf and there is a 1 to 1 relationship.

So we think through an awareness in the community we can make more services available and more meaningful to the handicapped people of a community.

A recent study in Wisconsin revealed that it cost the State $200,000 to care for a handicapped person for life. The research also indicated that when they take that person out of the institution or out of the confines of the State caring for that person for life, provide him with education, provide him with learning experiences and training, the cost was $20,000 and that person was a productive, self-supporting and a taxpaying citizen in the community.

That is a direct savings to the State.

The Gallaudet Community Education Center is currently working with 16 different States in terms of schools for the deaf. We have operationalized four of those States. We have another 10 States which have been through the planning process and are ready to go but they are stymied by the funding problems.

As is the case of most State departments and State educational agencies, they are funded 1½ to 2 years in advance.

So in order to get a line item in to support community education, they will have to wait another 1½ to 2 years before they can implement it on hard money. So we are trying to run around that and go through soft money. Funding is one of our greatest problems.

This is where we have been held up, particularly in the schools for the deaf and I know for a fact the other schools have the same sort of problems.

In the Mid-Atlantic area which I also represent today, we have seven institutions of higher education and four State departments of education which have established community education centers. We have worked with 150 school systems in 6 States and the District of Columbia on an incentive basis in terms of training and working with school administration and board members.

We have approximately 50 systems in the mid-Atlantic area which have been through the planning processes and are now currently seeking funding.

So again I point up the need for these various programs.

I want to summarize here to say that community education provides us with a commonsense mechanism to get the most out of the investment and to maximize the returns.

Dr. Watt said that moneys have been returned twentyfold from the initial investments. Community schools provides us with a mechanism to bring about a unified, streamlined community which while made up of individuals and individual differences, those differences are recognized, understood and appreciated. Resources are used more effectively and efficiently. People are involved in identifying their own needs and planning in meeting those needs. Education for life is put into practice.

I am firmly convinced that community members need community education and what it can offer as much as they need air to breath.

I think in a time when we have the declining public dollar and increased demands on that dollar, community education provides us with a commonsense notion and means for getting more return on our money. So based upon what I have said and my experience as a practitioner and as a concerned taxpayer, myself, I urge you to consider the allocation of $3,553,000 for the Community Schools Act, section 405 of Public Law 93-380. I thank you for your attention and time.

Mr. Flood. Thank you very much.

Dr. Migocki, you mentioned in your original testimony that you are located in the middle of a model cities project.

IN REFERRING TO THE DODGE PARK COMMUNITY

Dr. Migocki. Yes, sir.

Mr. Flood. In view of the very comprehensive all-embracing Community Development Act of 1974, quite a document and quite a program, are you working with any of the community people in utilizing any part of the new Community Development Act? Are you aware of the new Community Development Act in 1974 and how it would affect in any way your programs or projects or help with this idea of community education?

Dr. Migocki. Yes, sir.

Mr. Flood. That is a pretty elastic document which will be translated in the years ahead. Its potential is great for many programs. They are not quite clearly pinned down. I wanted to be sure you are aware of it and to see in what way you might be able to utilize its different elements with your local leaders.

Dr. MIGOCKI. Yes, sir, bearing in mind that for an individual school within a public school system such as we are talking about to make such an effort and application and follow through is very difficult without a State plan and the support of the local system.

Mr. FLOOD. That is an understatement but I just wanted to be sure you were aware that the act existed and that it had some potential you would hope.

Dr. MIGOCKI. Yes, sir.

Mr. FLOOD. Thank you very much. The committee will be recessed.

THURSDAY, MARCH 20, 1975.

EDUCATION PROGRAMS

WITNESS

STANLEY J. McFARLAND, DIRECTOR OF GOVERNMENT RELATIONS, NATIONAL EDUCATION ASSOCIATION

Mr. FLOOD. We continue with public witnesses on the education programs. Mr. James A. Harris, the president of the National Education Association is not here; however, Mr. Stanley McFarland will make the presentation for NEA.

Mr. McFARLAND. I have a written statement which I think you have, and in the interest of brevity, I would like to just skim parts of it.

Mr. FLOOD. We will insert the statement in the record, and you can comment.

[The information follows:]

I am Stanley J. McFarland, director of government relations for the National Education Association. The NEA represents almost 1.7 million teachers in every State across the Nation and is the largest professional association in the United States. Its members are active at all levels of education from early childhood through postsecondary and adult. Thus, our interests cover the whole spectrum of educational programs. We appreciate the opportunity to present our views on the appropriations for education for 1976.

We commend the administration and Congress for advance funding of education programs. The advance funding for key elementary and secondary programs for fiscal year 1976 enables school systems to begin now to plan and staff programs for next year. We urge early enactment of the remaining appropriations for 1976 and continuing advance funding of programs for fiscal year 1977.

We also commend Congress for its opposition to the rescissions in the education appropriation for 1975.

We note that the administration's budget for 1976 assumed that the 1975 rescissions requested were accepted. The requests for 1976 are based on and compared to the revised downward totals for 1975 rather than the amounts appropriated. This made the 1976 budget extremely difficult to analyze. The trend is further obscured. The 1974 figures are based on the appropriations after the 5-percent reduction. Still another complication is the impoundments. There is a great need for a straight presentation of the actual dollars available for education programs for recent years so that the amounts which are recommended for appropriations for 1976 can be analyzed in terms of gains or losses in program support. We look forward to the reporting procedure required by the new budgetary process.

Inflation, which is continuing at a high level, has diminished the purchasing power of the education dollar. Prices rose 11 percent from July to June in fiscal year 1974 and another 6 percent from July 1974 through January 1975. Between

July 1973 and July 1975 the purchasing power of $1 will have dropped to about 80 cents. Total education appropriations reported at $6,191 billion for 1974 by the Secretary of HEW would have to increase by $1.5 billion for fiscal year 1976 just to keep pace with inflation. The total request of $6.048 billion for fiscal year 1976 is inadequate and reflects the constantly diminishing priority placed on education by the administration.

State and local governments and school systems are struggling with mounting costs and declining revenues. Surpluses which were observed as late as last summer have disappeared.

The rescissions proposed for 1975 and the low level of funds requested for 1976 are based on an assumption that the states and local educational agencies can make up the difference from their own funds. This is not the case.

In the nation's classrooms, students face a wide rangeof cutbacks in the instructional program as a direct result of inflationary and recessionary pressures on school budgets. A recent NEA survey pinpointed several of the major retrogressions which indicate both in numbers and in content the extent of these cutbacks. Increases in class size were reported by 39.2 percent of those surveyed; 42 percent indicated a decrease in teaching materials; 28 percent noted the elimination of some school programs; 25.9 percent reported a decrease in special subject teachers; and 17 percent told of curtailed extracurricular activities. The list goes on, but the point is clear. These losses in the quality of education will remain with the students and the Nation long after current inflationary problems have been brought under control.

Public school budgets are now balanced largely by shaving both the wage increases of teachers and the numbers of teachers and other employees. In addition, budgets of higher education institutions have been balanced by the escalation of tuition fees, which has created a real burden on low- and middle-income families.

Because of inadequate funding, salaries in education are lagging behind those of other workers, and education programs are cut back as staff is curtailed to meet budget limitations.

The investment in education is an investment in productivity through advancement of skills and better functioning individuals in society. Trained and versatile individuals return the short-range investment in their education by paying above-average income taxes on their lifetime earnings.

To reduce education expenditures as an economy measure in the fight against inflation is false economy. It has been estimated by Henry Levin that the national costs of underinvestment in education, defined as the attainment of less than high school graduation, are as follows:

1. Loss in lifetime earnings of males 25-34 years of age in 1969—$237 billion.
2. Loss in taxes on earnings—$71 billion.
3. Annual expenditures for welfare and crime attributable to inadequate education—$6 billion.

Measured by input and output, these losses to the economy far exceed the estimated $40 billion needed to provide a high school education for that group of men. Therefore, to encourage budget-cutting as a means of combating inflation is to trade off a prolonged economic disequilibrium in society for an illusory short-term economic advantage.

The Federal education programs authorized to date largely comprised formula and discretionary grants to improve the educational opportunity of groups of pupils with needs for expensive educational services to overcome one or multiple handicapping circumstances if they are to attain the education needed to function productively in later life. To cut or defer full funding of these kinds of programs is extremely shortsighted when an investment now makes the difference between a life of dependency or one of productivity.

Because of underinvestment in education only one-third of the recent graduates trained for teaching have jobs in teaching at the elementary and secondary level, and less than one-fourth of the new doctorates have positions in higher education. In addition, the job market for qualified persons returning to teaching after a break in service has almost disappeared. School systems are passing up the opportunity to hire experienced, highly qualified persons. A master's or doctorate in education and experience are obstacles to finding a teaching job. The underemployment of persons trained to teach is clearly a function of shortages of school revenues and inadequately financed school programs rather than the lack of need or worth of the potential education services. In fall 1973, there was an "oversupply" of about 120,000 qualified teachers, 114,000 from the 1973 graduating class and [illegible]5,000 experienced teachers seeking to return to work. If school offerings and services were improved to minimum levels of quality, there would have been a shortage estimated at 570,000. Yet, continued underinvestment in education and sharp decreases in educational funding in the name of inflation or recession will produce just as serious national ills in the short range and more serious in the long range. Education is the key to increasing the productivity of the Nation's labor force.

Wide-ranging unemployment affects the well-being of youth in school from families with unemployed parents. It also affects the part-time job opportunities of teenage and college-age youth to sustain themselves in school. Moreover, it diminishes the prospects of getting a job after completion of high school or college. Young adults with and without school completion have the highest unemployment incidence of all groups of workers. The recession has hit the youngest workers hardest.

We realize that the Congress faces a dilemma in dealing with appropriations for all Federal programs. In each year's Federal budget, well over one-half of available funds are already committed as so-called uncontrollable items. The controllable items—education among them—must therefore be squeezed in wherever they may fit. It has been our sad experience that, in the vastness of the Labor-HEW appropriation, OE programs are the first to get the ax because of the large bite that uncontrollables take out of circulation. We will continue to support the view that Federal programs are important to education and are more than items to be cut to balance the budget. To achieve this end, we will continue to work to see that the Education Divison's budget is broken out of the Labor-HEW package and treated as a separate—and equal—item. We commend the committee for viewing the Education Division budget as a separate package this year.

Appropriations for programs in higher education and vocational education should be enacted at at least prevailing levels pending the reauthorization of the programs by the 94th Congress. We may wish to submit additional or revised requests when these programs are reauthorized.

We would like to comment specifically on some of the educational programs which we believe should have a high priority for increased funding.

Title I of the Elementary and Secondary Education Act is authorized for funding at the level of 40 percent of current expenditure per eligible child. The advance appropriation of $1.9 billion for 1976 and $1.9 billion for 1977 continues the level of about $276 per eligible pupil. Based on the current numbers of eligible pupils, the appropriation should be about $1 billion higher than proposed. We do not believe that the amount requested is realistic in light of the decline in the economy and the continuing increase in prices. We urge you to consider a realistic increase to $2.5 billion for 1977 with a goal of funding title I at $3 billion for 1978.

We support the consolidated programs—innovation and support and libraries and learning resources—with the intent of the act that appropriations do not decrease from the previous year.

The request for bilingual education (title VII) at $70 million is a decrease from the $85 million actually appropriated for 1975. The program is authorized at $135 million for 1974 and 1975, and $140 million for 1976. The appropriation requested is not adequate to meet the needs of the estimated 5 million children who come to school with English-speaking deficiencies. The administration estimates that the requested funding will reach 200,000 children. The deficiency is enormous.

We recommend funding the program of assistance to States for developing State equalization plans to achieve equality of educational opportunity for all children in attendance at the schools of the local educational agencies in the State. We recommend an appropriation of $500,000 for this program for 1976.

Program funds for ESAA should not be reduced. Public Law 93-380 extended the authorization of appropriations for 1974 through 1976. We recommend that the appropriation be increased at least to the level of $325 million, continuing the authorized State apportionment grants to local educational agencies at $236 million and discretionary grants at $75 million. Desegregation assistance is greatly needed by the local educational agencies. The experience of this year attests to the need.

The 1976 budget includes $42 million for special programs for Indian children and adults. This amount requested is the same as provided in 1975 and 1974, even though the estimated number of children and adults benefiting from the program rose from 302,000 in 1974 to 357,000 by 1976.

We urge that the advance appropriation for fiscal year 1977 for State grants for education of the handicapped be increased to $110 million to maintain the program level provided by the $100 million appropriation for fiscal year 1976 as an addition to the administration's request.

We support funding of impact aid at the level prevailing in fiscal year 1975. The impact funds may now be considered along with local property tax receipts for the purpose of calculation of State equalization programs as permitted by Public Law 93-380 when a State reforms the State aid program to equalize the capacity of local educational agencies to support education. This provision reduces the disequalizing effect of impact aid among districts. We do not believe that the solution to the problem is to eliminate a large proportion of the aid, as the administration is proposing. Further reforms should await adoption of a program of massive general Federal aid to education.

The obvious priorities of the 1976 administrative budget are disturbing. The increases in funds requested for administration of all units in the education division of HEW are generous. Cutbacks are most severe in the State grant and institutional formula programs while discretionary grant programs for experiment, model development, and demonstration are increased. While such programs are important and adequate funds for administration are important, they should not be achieved at the expense of Federal funds which are targeted through State grant programs to the classrooms of the Nation.

We thank the subcommittee for this opportunity to present our views. We will be glad to answer any questions you may have.

Mr. McFarland. I am Stanley J. McFarland, director of government relations for the National Education Association. The NEA represents almost 1.7 million teachers in every State acorss the Nation and is the largest professional association in the United States. Its members are active at all levels of education from early childhood through postsecondary and adult. Thus, our interests cover the whole spectrum of education programs. We appriciate the opportunity to present our views on the appropriations for education for 1976. We commend the administration and Congerss for advance funding of education programs.

The advance funding for key elementary and secondary programs for fiscal year 1976 enables school systems to begin to plan and staff programs for next year. We urge early enactment of the remaining appropiration for 1976 and continuing advance funding for programs for fiscal year 1977. We also commend the Congress for its opposition to the rescissions in the education appropriation for 1975.

Inflation, which is continuing at a high level, has diminished the purchasing power of the education dollar. Prices rose 11 percent from July to June in fiscal year 1974 and another 6 percent from July 1974 through January 1975. Between July 1973 and July 1975, the purchasing power of $1 will have dropped to about 80 cents. Total education appropriations, reported at $6.191 billion for 1974 by the Secretary of HEW, would have to increase by $1.5 billion for fiscal year 1976 just to keep pace with inflation. The total request of $6.048 billion for 1976 is inadequate and reflects the constantly diminishing priority placed on education by the administration. State and local governments and school systems are struggling with mounting costs and declining revenues; surpluses which were observed as late as last summer have disappeared.

The rescissions proposed for 1975 and the low level of funds requested for 1976 are based on an assumption that the States and local educational agencies can make up the difference from their own funds. This is not the case.

In the Nation's classrooms, students face a wide range of cutbacks in the instructional program as a direct result of inflationary and recessionary pressure on school budgets. A recent NEA survey pinpointed several of the major retrogressions which indicate, both in numbers and in content, the extent of these cutbacks. Increases in class size were reported by 39.2 percent of those surveyed; 42 percent indicated a decrease in teaching materials; 28 percent noted the elimination of some school programs; 25.9 percent reported a decrease in special subject teachers; and 17 percent told of curtailed extracurricular activities. The list goes on, but the point is clear. These losses in the quality of education will remain with the students and the Nation long after current inflationary problems have been brought under control.

Public school budgets are now balanced largely by shaving both the wage increases of teachers and the numbers of teachers and other employees. In addition, budgets of higher education institutions have been balanced by the escalation of tuition fees, which has created a real burden on low- and middle-income families.

Because of inadequate funding, salaries in education are lagging behind those of other workers, and education programs are cut back as staff is curtailed to meet budget limitations.

The investment in education is an investment in productivity through advancement of skills and better functioning individuals in society. Trained and versatile individuals return the short-range investment in their education by paying above-average income taxes on their lifetime earnings.

To reduce education expenditures as an economy measure in the fight against inflation is false economy. It has been estimated by Henry Levin that the national costs of underinvestment in education, defined as the attainment of less than high school graduation, are as follows:

1. Loss in lifetime earnings of males 25-34 years of age in 1969—$237 billion.

2. Loss in taxes on earnings—$71 billion.

3. Annual expenditures for welfare and crime attributable to inadequate education—$6 billion.

Measured by input and output, these losses to the economy far exceed the estimated $40 billion needed to provide a high school education for that group of men. Therefore, to encourage budget cutting as a means of combating inflation is to trade off a prolonged economic disequilibrium in society for an illusory short-term economic advantage.

The Federal education programs authorized to date largely comprised formula and discretionary grants to improve the educational opportunity of groups of pupils with needs for expensive educational services to overcome one or multiple handicapping circumstances if they are to attain the education needed to function productively in later life. To cut or defer full funding of these kinds of programs is extremely shortsighted when an investment now makes the difference between a life of dependency or one of productivity.

Because of underinvestment in education only one-third of the recent graduates trained for teaching have jobs in teaching at the elementary and secondary level, and less than one-fourth of the new doctorates have positions in higher education. In addition, the job market for qualified persons returning to teaching after a break-in service has almost disappeared. School systems are passing up the opportunity to hire experienced, highly qualified persons. A master's or doctorate in education and experience are obstacles to finding a teaching job. The underemployment of persons trained to teach is clearly a function of shortages of school revenues and inadequately financed school programs rather than the lack of need or worth of the potential educational services. In fall 1973, there was an oversupply of about 139,000 qualified teachers, 114,000 from the 1973 graduating class and 25,000 experienced teachers seeking to return to work. If school offerings and services were improved to minimum levels of quality, there would have been a shortage estimated at 570,000. Yet, continued underinvestment in education and sharp decreases in educational funding in the name of inflation or recession will produce just as serious national ills in the short range and more serious in the long range. Education is the key to increasing the productivity of the Nation's labor force.

Wide-ranging unemployment affects the well-being of youth in school from families with unemployed parents. It also affects the part-time job opportunities of teenage and college-age youth to sustain themselves in school. Moreover, it diminishes the prospects of getting a job after completion of high school or college. Young adults with and without school completion have the highest unemployment incidence of all groups of workers. The recession has hit the youngest workers hardest.

We realize that the Congress faces a dilemma in dealing with appropriations for all Federal programs. In each year's Federal budget, well over one-half of available funds are already committed as so-called uncontrollable items. The controllable items—education among them—must therefore be squeezed in wherever they may fit. It has been our sad experience that, in the vastness of the Labor-HEW appropriation, OE programs are the first to get the ax because of the large bite that uncontrollables take out of circulation. We will continue to support the view that Federal programs are important to education and are more than items to be cut to balance the budget. To achieve this end, we will continue to work to see that the education division's budget is broken out of the Labor-HEW package and treated as a separate—and equal—item. We commend the committee for viewing the education division budget as a separate package this year.

Appropriations for programs in higher education and vocational education should be enacted at at least prevailing levels pending the reauthorization of the programs by the 94th Congress. We may wish to submit additional or revised requests when these programs are reauthorized.

I guess we all realize that although technically these two programs expire this June 30, they will probably not be reauthorized until this fall or into 1976. We will probably be back here next year asking you for something.

Mr. FLOOD. You realize we can't move unless we have a law.

Mr. McFARLAND. That is right. That will probably be a problem for all of us in 1976.

We would like to comment specifically on some of the education programs which we believe should have a high priority for increased funding.

Title I of the Elementary and Secondary Education Act is authorized for funding at the level of 40 percent of current expenditure per eligible child. The advance appropriation of $1.9 billion for 1976 and

$1.9 billion for 1977 continues the level of about $276 per eligible pupil. Based on the current numbers of eligible pupils, the appropriation should be about $1 billion higher than proposed. We do not believe that the amount requested is realistic in light of the decline in the economy and the continuing increase in prices. We urge you to consider a realistic increase to $2.5 billion for 1977 with a goal of funding title I at $3 billion for 1978.

We support the consolidated programs—Innovation and Support and Libraries and Learning Resources—with the intent of the act that appropriations do not decrease from the previous year.

The request for Bilingual Education (Title VII) at $70 million is a decrease from the $85 million actually appropriated for 1975. The program is authorized at $135 million for 1974 and 1975, and $140 million for 1976. The appropriation requested is not adequate to meet the needs of the estimated 5 million children who come to school with English-speaking deficiencies. The administration estimates that the requested funding will reach 200,000 children. The deficiency is enormous.

We recommend funding the program of assistance to States for developing State equalization plans to achieve equality of educational opportunity for all children in attendance at the schools of the local educational agencies in the State. We recommend an appropriation of $500,000 for this program for 1976.

Program funds for ESAA should not be reduced. Public Law 93-380 extended the authorization of appropriations for 1974 through 1976. We recommend that the appropriation be increased at least to the level of $325 million, continuing the authorized State apportionment grants to l.e.a.'s at $236 million and discretionary grants at $75 million.

Mr. Flood. You had better translate that alphabet soup.

Mr. McFarland. Local education agencies, l.e.a.'s.

Desegregation assistance is greatly needed by the local education agencies. The experience of this year attests to the need.

The 1976 budget includes $42 million for special programs for Indian children and adults. This amount requested is the same as provided in 1975 and 1974, even though the estimated number of children and adults benefiting from the program rose from 302,000 in 1974 to 357,000 by 1976.

We urge that the advance appropriation for fiscal year 1977 for State grants for education of the handicapped be increased to $110 million to maintain the program level provided by the $100 million appropriation for fiscal year 1976 as an addition to the Administration's request.

We support funding of impact aid at the level prevailing in fiscal year 1975. The impact funds may now be considered along with local property tax receipts for the purpose of calculation of State equalization programs as permitted by Public Law 93-380 when a State reforms the State aid program to equalize the capacity of l.e.a.'s to support education. This provision reduces the disequalizing effect of impact aid among districts. We do not believe that the solution to the problem is to eliminate a large proportion of the aid, as the Administration is proposing. Further reforms should await adoption of a program of massive general Federal aid to education.

The obvious priorities of the 1976 administrative budget are disturbing. The increases in funds requested for administration of all units in the Education Division of HEW are generous. Cutbacks are most severe in the State grant and institutional formula programs while discretionary grant programs for experiment, model development, and demonstration are increased. While such programs are important and adequate funds for administration are important, they should not be achieved at the expense of Federal funds which are targeted through State grant programs to the classrooms of the Nation.

I would like to add, Mr. Chairman, that we support the Administration's request for NIE. Although we have some concern about NIE, the situation as far as the NEA is concerned has improved in the last 6 months in terms of the involvement of practitioners in activities. We are hopeful that the new Director of NIE will see that the National Council that administers NIE will include some practitioners who can talk from their point of view.

One of the problems in the whole research area is the question of dissemination, whether it be by NIE, the regional labs, or whatever. What good is research if it is not applied and cannot be applied to the classroom situation?

Mr. FLOOD. Thank you very much.

Mr. MCFARLAND. Thank you, Mr. Chairman.

Mr. FLOOD. The Honorable Fred Burke, commissioner of the New Jersey Department of Education.

Mr. PATTEN. Mr. Chairman, if you would permit me, this is Mr. Burke's first year as commissioner of the State of New Jersey, and it is a pleasure to welcome you before our committee.

Mr. BURKE. Thank you, Congressman Patten.

EDUCATION PROGRAMS

WITNESS

HON. FRED BURKE, COMMISSIONER, NEW JERSEY DEPARTMENT OF EDUCATION

Mr. BURKE. I am Fred Burke, commissioner, New Jersey Department of Education.

I welcome this opportunity to appear before you today to discuss the effect of the proposed Federal fiscal year 1976 budget upon the crisis in education now confronting the citizens of New Jersey.

Our mission, as mandated by the State supreme court more than a year ago, requires the creation of a comprehensive and equitable school finance plan to provide the people of New Jersey with a thorough and efficient system of free public education. Our monumental task of educational reform requires tax reform through legislative action. Our assignment has become more challenging as the state of our national economy has become more distressing.

Last week, our newspapers reported unemployment in New Jersey had climbed to 10.6 percent—the highest since World War II and among the highest in the Nation. The same newspapers also reported that for the first time in the history of New Jersey, the voters rejected more than half—or 326—local school budgets in school elections held in 547 districts throughout the State. These wholesale school budget defeats—which more than doubled the 139 rejections of the previous year—is a valid voter reaction to the state of our economy and to the uncertainty surrounding redistribution of State school aid in light of a legislative stalemate over new taxes.

Mr. Chairman, I feel it is important for you and all members of this committee to know that our educational system in New Jersey is the subject of intense and at times violent public debate. The effect of the fiscal year 1976 budget is, therefore, critical to the future of education, in New Jersey. But, as Congressman Patten knows, it is also important to approach the Federal budget knowing that a drastically curtailed State education budget for fiscal year 1976 prohibits the use of New Jersey State resources to offset any reduction of Federal aid to education during the coming fiscal year.

Our review of the proposed fiscal year 1976 budget indicates a loss of more than $28.6 million to New Jersey education threatening educational services now offered to almost 600,000 elementary and secondary students throughout the State—including more than 100,000 children of the poor and the disadvantaged. The burden of such a loss will be placed upon hundreds of local school districts where the strain of State budget cuts is now being felt. But—the real victims of this move to austerity in education are the students and their families—particularly those families struggling for survival because of unemployment and a drastically tight economy.

Our specific concerns are: School assistance to federally impacted school districts, as proposed in the Federal budget would cut $8.4 million—or 61 percent from the existing New Jersey allocation and completely eliminate 193 of the 203 school districts previously receiving impact aid. The devastating effects of such a move will threaten the education of some 35,000 New Jersey students who live on Federal property or whose parents work for the Federal Government. The cost of their education must be transferred to local school districts where the added responsibility may not now be feasible without some Federal assistance. I am particularly concerned that the impact aid which now goes to Union City and West New York school districts for the education of 6,600 Cuban refugee children will be reduced from $2.1 million to $1.1 million. These children represent about half of the enrollment in these highly urbanized districts. If these districts are forced to assume these added educational expenses, it will compound the chaos of their present school financing crisis.

Library School Construction Act (LSCA): Cutbacks will reduce the current $1.5 million New Jersey allocation to $0.3 million for fiscal year 1976. This tremendous loss of 80 percent threatens to eliminate 10 positions at the State library and jeopardizes the employment of up to 100 minority workers in local LSCA programs. It will sharply cut support services offered to the library for the blind and the handicapped, and it will force the elimination of all local programs funded by LSCA. These programs offer services to inmates at the Burlington County and Hudson County jails and to migrant workers in Cumberland County; maintains a neighborhood information center for disadvantaged students in Montclair; and provides mobile library services to hispanic, black, and other minority communities in New Brunswick, Paterson, and Asbury Park.

Vocational education basic grants to States will reduce the present New Jersey allocation by $4 million and threatens to eliminate up to 20 State jobs. The reduction will impose increased hardship upon local districts where resources are desperately needed to provide for more than 440,000 students participating in vocational education programs. Our loss will impair our intensive statewide effort to provide for the special needs of the growing number of handicapped, disadvantaged, and bilingual students now entering vocational education programs—and will weaken our move to address the vocational needs of our teenage students at a time when teenage unemployment demands immediate attention in New Jersey and throughout the Nation.

I sincerely hope that new authorizing legislation for vocational education will support the statement submitted to you by U.S. Commissioner of Education Terrel H. Bell only 2 weeks ago when he cited the truly pressing educational problems facing our society and committed the efforts of HEW "to bring education into closer touch with the world of work." If such legislation provides adequate resources and program flexibility, then the States and the local school districts can get on with the job that must be done.

Although I have been asked here to address the fiscal year 1976 HEW budget, this testimony would not be complete if I did not mention the proposed fiscal year 1976 agriculture budget which completely eliminates 4 child nutrition programs serving more than 536,000 students in more than 500 school districts throughout New Jersey. More than 158,000 students served are poor children who receive free food and milk under the threatened nutrition programs. The food cutback will create a $10 million loss to New Jersey and will force the closing of:

The special summer food service program which feeds 85,227 poor children located primarily in large New Jersey urban areas during the summer when regular school lunches are not available.

The special food service program which feeds some 10,000 poor children attending New Jersey day care programs.

The school breakfast program which feeds 42,350 New Jersey elementary students, including 28,259 poor children receiving free breakfasts.

The special milk program which serves 437,555 children throughout the school year, including 24,789 poor children who receive free milk.

I strongly urge all members of this committee and the Congress to restore and expand these vital human service programs by lending your support to the child nutrition legislation cosponsored by New Jersey Senators Harrison A. Williams, Jr., and Clifford P. Case. In so doing, you will enable the administration to carry out its 1969 commitment to eliminate hunger in America.

These are troubled times when new partnerships must be created and existing partnerships must be strengthened if we are to redirect traditional attitudes in education to meet the serious social needs of our citizens. I was, therefore, encouraged that the equalization incentive grants provided in the new education amendments—Public Law 93-380—offered Federal support to the States to redesign school financing programs to achieve equality of educational opportunity for all citizens. But it was disappointing to learn that funds for this State/Federal alliance have not been included in the proposed HEW budget. For States like New Jersey, where school finance reform is now mandatory, the elimination of this provision is a serious omission which I sincerely hope will be corrected.

Mr. Patten. Mr. Chairman, it is the first time he didn't put a dollar sign on it.

You have a dollar sign for everything else, and on this equalization you didn't put a dollar sign.

Mr. Burke. The proposal, as I understand it, would provide to the State up to $1 million, and I think a minimum of $100,000.

Mr. Patten. I just wanted an idea.

Thank you, Mr. Chairman.

Mr. Burke. New Jersey is now trying to identify new resources to offset the loss of $5 million in title I, ESEA—elementary and seconadary education—and—in some way—prepare for a potential $7 million cut in title I funds for fiscal year 1976. The urgency of our endeavor is based upon our commitment to 150,000 disadvantaged children who participate in some 450 title I projects throughout the State. For this reason, we are gratified to learn that the proposed Federal budget does include funds for the special projects act. I sincerely hope that the States will be given the opportunity of assuming leadership in the implementation of the seven priority programs which the act includes. We will then be able to apply new Federal aid to community schools, career education, gifted and talented projects, and thereby restore some of the educational services which our disadvantaged students may have lost because of the title I cutback.

I urge your strong support of a national dissemination—facilitator—program which will be introduced as a supplement to the Special Projects Act in the Congress this week. This program will provide continued support for an effective system of disseminating information to the schools concerning successful programs developed through all Federal funding. The system, initiated in New Jersey this year through discretionary USOE 306 funds, provides the mechanism required to deliver model programs to schools with the greatest need, particularly urban schools.

It is to the credit of the Congress that through its landmark legislation—(Public Law 93-380)—it has guaranteed the full range of educational services to all of our handicapped children, and has provided $100 million during the current year to enable individual States to serve preschool and severely handicapped students who we have never been able to reach before. It would be a travesty to those handicapped children who have entered the educational process because of your commitment to face potential termination in programs that cannot be offered if the fiscal year 1976 funding level falls back to the equivalent of the 1972-74 appropriation. Our continued commitment to our handicapped students must at least equal the fiscal year 1975 allocation.

I fully appreciate the dilemma involved in preparing a fiscal year 1976 Federal budget which would fight both inflation and recession. However, I am concerned that the administration proposes to step back from its responsibilities to education at a time when States like New Jersey are experiencing a major crisis in the financing of their entire educational system. I firmly believe that our future is being created now in our children. If we shortchange their education at this critical time in our history, we will—in effect—shortchange our own future.

Mr. Chairman, I would like to thank you very much for this opportunity to bring this matter to your attention.

Mr. Flood. Thank you.

Mr. Natcher. Dr. Burke, when you return to the State of New Jersey, you tell your people that you heard one member of this subcommittee say that our friend, Ed Patten, who sits on this subcommittee, is a strong advocate of all matters concerning education and all of the programs in this bill for the Department of Health, Education, and Welfare. I thought I would like to say that to you in addition to thanking you for your statement.

Mr. Burke. Thank you very much.

Mr. Flood. Miss Eileen Cooke, the associate executive director of the American Library Association.

Miss Cooke. Good morning. I want to thank you for the opportunity to appear before you again this year.

Mr. Flood. If you don't mind, we had better have Mr. Hitchens' presentation first. Mr. Hitchens is the director of the Association for Education Communications and Technology.

Education Programs

WITNESS

DR. HOWARD HITCHENS, DIRECTOR, ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY

Dr. Hitchens. Thank you, Mr. Chairman. I have a written testimony, which I would like to submit for the record.

Mr. Flood. Yes; we will do that at this time, and you can comment on it.

Mr. Hitchens. Yes; I would like to comment on it briefly.

[The full statement of Mr. Howard Hitchens follows:]

I am the executive director of the Association for Educational Communications and Technology (AECT), an affiliate of the National Education Association.

I hold my B.A. from the University of Delaware, an M.A. from Teachers College, Columbia University, and a Ph. D. in instructional communications from Syracuse University. During more than 26 years of service in the U.S. Air Force, I served as an instructor at Mather Air Force Base, Calif., for 4 years and at the Air Force Academy in 1957 as chief of the Film and Television Division of Audiovisual Services, and later as associate professor and director of its media program from 1959 until 1969 (except for 2 years spent at Syracuse University completing my doctorate). I am a member of Phi Delta Kappa, American Educational Research Association, National Society for Performance and Instruction, National Society for Study of Communications, National Association of Educational Broadcasters, and have served on the board of directors of AECT before assuming my present position. I am presently the president of the educational media council and a past officer of the Joint Council on Educational Telecommunications.

AECT is a professional association of some 8,000 educators whose aim is to improve the educational environment available to learners at all levels through the application of technological solutions to instructional problems. Our members have a wide range of responsibilities including the study, planning, application and production of communications media for instruction.

I wish to share with you and the members of the subcommittee information regarding the impact that educational technology has had on American education and discuss the benefits that have accrued as a result of Federal support in this area.

Educational technology as process, not machinery.—In order to insure that my remarks are understood in their appropriate context, I would like to clarify the concept of educational technology as promoted by the association I represent.

Educational technology is neither hardware (movie projectors, computers, teaching machines) nor software (films, worksheets, maps), although both of these categories of items are part of the domain of educational technology. Rather, educational technology is a process, or system—rooted in learning theory and communications research—that enables the learner to learn effectively and efficiently. The technology of eduaction is dynamic, and includes the planning, design, application and evaluation of learning resources.

A recent study performed by the California State Department of Education demonstrates this process approach in describing technology as more than just an equipment program. The study indicated:

Some of the present uses of media in California schools as reported herein indicate a recognition of components of the process function of technology. Many schools are doing one or more of the following:

(*a*) Conducting a needs assessment with the community and of students.

(*b*) Developing objectives for instructional units within a course or grade level program.

(*c*) Selecting or developing alternative methods and materials for student learning within a course or topic of a program.

(*d*) Using a variety of resources to achieve their learning goals.

(*e*) Developing evaluative procedures.[1]

Although the study reported these measures were not yet widespread, we feel they are a positive step toward improving education.

The use of media (hardware and software) is only one means of delivering information to the learner, and it not perceived as the panacea to all learning problems. Used properly however, as an integral part of the teaching-learning process, media does make unique and valuable contributions to the learning environment.

Educational technology has stimulated the individualization of instruction so necessary in light of the increasing rates of national mobility and cultural change. Its use has freed teachers from some of the more routine aspects of instruction and has helped them become one of several sources of information in the classroom. Technology has helped to close the gap between the information levels inside and outside the classroom, and has helped to offset the sometimes adverse effects of economics and geography on the quality of a student's education.

Educational Technology in Schools Today.—Today's students, more than previous generations, present a challenge to the educational system. They spend many of their waking hours in front of the television viewing everything from Sesame Street, to the evening news to the afternoon "soap operas." They are more aware of the world around them. And in this kind of atmosphere, it becomes increasingly difficult to meet the educational needs of these students.

Recognition of the range of individual student differences present in today's classroom can be expected to continue and to increase. As inquisitive youngsters are challenged and stimulated to achieve their full potential, the need for new and effective educational materials to support responsive instructional programs becomes even more critical. Each student perceives and interprets the variability of instructional materials in light of his own experimental background and learning style. No single instructional vehicle will reach all students with equal results, or develop all aspects of a topic or concept.

We feel that the use of educational technology and media in education can assist us, as educators, in providing the variety of learning styles needed by today's students. This is the premise of a recent publication of my association. That publication, Media Programs: District and School, offers a guide to school administrators, supervisors, business managers, boards of education, and school architects who seek responsible criteria for establishing, maintaining, and evaluating media programs. The introductory paragraphs of that book state:

"Those who would create better educational opportunities must strive to develop comprehensive systems that meet the needs of students of differing abilities, backgrounds, and interests, enabling them both to adjust to and influence the changing society in which they live. Media programs, which reflect applications of educational technology, communications theory, and library and information science contribute at every level, offering essential processes, functions, and resources to accomplish the purposes of the school."

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[1] P. E. Patterson, "Educational Technology for California Public Schools: A Report to the California State Legislature." California State Department of Education, January 1974, pp. 9–10.

Media and technology have become an integral part of today's educational process. Again quoting from Medias Programs: District and School.

"Programs of media services are designed to assist learners to grow in their ability to find, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate fully in society. Through the use of media, a student acquires and strengthens skills in reading, observing, listening, and communicating ideas. The learner interacts with others, masters knowledge as well as skills, develops a spirit of inquiry, and achieves greater self-motivation, discipline, and capacity for self-evaluation. With a quality media program a school can challenge its members to participate in exciting and rewarding experiences that satisfy both individual and instructional purposes.

"The media program exists to support and further the purposes formulated by the school or district of which it is an integral part, and its quality is judged by its effectiveness in achieving program purposes. A media program represents a combination of resources that includes people, materials, facilities, and environments, as well as purposes and processes. The combination of these program components and the emphasis given to each of them derive from the needs of the specific educational program."

A perspective of Federal support for educational technology.—Federal funds have played an important role in supporting media and in making it an integral part of today's educational system. The California State Department of Education survey quoted previously demonstrated the growth of educational technology and the important role Federal funds played. The results of the study are based on a questionnaire sent to 400 selected school districts in the State. Of the districts responding to the survey, 85 percent reported they were using technology in the 1970's as opposed to only 2 percent using technology in the 1950's. The study states, ". . . it is obvious that the great influx of Federal funds provided the impetus for the introduction of new programs in educational technology. And as a comparison of the levels of funding is made, an observation becomes clear: local and Federal dollars predominated in the introduction of new programs and techniques." [2]

And equally as apparent as the introduction of Federal funds to increase the use of technology is the willingness of States and local districts to carry on the innovative projects that were begun with Federal funds. As reported in the study by California, even though Federal funds were used originally for innovation, the impact of the funds remained. The study states, "Most of the districts (using Federal funds for innovation) then integrated the programs into their regular curriculum, and nearly 50 percent indicated that the programs had been adopted and adapted by other school districts".

Federal aid to these educational programs is increasingly important this year as State and local government sare forced to curtail education spending. In a recent survey conducted by the Education Commission of the States, data collected from 34 States and several U.S. territories showed "inflation cause" cutbacks in school instructional materials in 64 percent of the responding States. The cost of education index appearing in School Management Magazine, January 1974, showed that the percentage of current expenditure per pupil for all instructional materials, including supplies, has declined from 3.9 percent in fiscal 1971 to 3.1 percent in fiscal year 1974; a decline of 21 percent.

These expenditures contrast markedly with the 84 percent of all current expenditures spent for employee salaries and benefits in fiscal year 1974.[3] As one of the last remaining labor intensive industries, a great hope for increased educational quality at lowest cost is by changing its capital-labor mix. We feel this is achievable through dramatically increasing the amount and variety of instructional materials. Such an increase is required if schools are to provide the materials—the basic tools—required by each teacher to obtain a reasonable return on the investment in staff salaries that schools are already making. In this sense the relationship between salary dollars and materials expenditures is a crucial variable that must be managed.

The most promising, viable, cost effective way of providing more effective education for our children and increasing the efficiency of present school staffs is by increasing the amount of instructional materials (the tools for learning and teaching) that we make available to instructional personnel. Increased instructional materials should enable teachers to perform more effectively by giving them the resources necessary to challenge and reach each student.

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[2] Ibid., pp. 8–9.

[3] School Division: Association of American Publishers, "Critical Concerns: 1975," New York.

We feel that only by increasing the instructional tools and equipment that teachers have available can schools safeguard the investment that they are already making in staff salaries.

A serious commitment to an effective educational program for all children requires the ability to equip our excellent teaching personnel with the tools they need to do the job.

Federal support for educational technology providing instructional materials and equipment on the elementary and secondary level has come largely from title III of the National Defense Education Act (equipment and minor remodeling) and title II of the Elementary and Secondary Act. This year, for the first time, we will be considering these programs combined along with the guidance and counseling portion of ESEA III under the consolidated program libraries and learning resources. Federal support on the higher education level has come from title IIA (college library resources) and title IVA (equipment and minor remodeling) of the Higher Education Act. Let me address each of these in turn.

Libraries and Learning Resources.—The libraries and learning resources program is authorized by title IV, part B of the Education Amendments of 1974 (Public Law 93-380). Funds can be used for three purposes: (1) acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools; (2) acquisition of instructional equipment (including laboratory and other special equipment, and audivisual materials and equipment suitable for use in providing education in academic subjects) for use by children and teachers in elementary and secondary schools, and for minor remodeling of laboratory or other space used by such schools for such equipment; and (3) programs for testing students, programs for counseling and guidance services for students, and programs, projects and leadership activities designed to expand and strengthen counseling and guidance services in elementary and secondary schools.

Funds are distributed to States on a formula basis. Each State further distributes funds to local education agencies on a formula basis. Decisions as to how the dollars will be spent are made at the local level.

It is very difficult at this time to provide convincing testimony as to the worth of the libraries and learning resources program. We have yet to see it in action because the consolidation will not begin until fiscal year 1976 and then only 50 percent of the funding will be consolidated. Today we are discussing fiscal year 1977, a year in which, assuming the contingencies are met, consolidation will be complete. I can't predict how the libraries and learning resources program itself will work. I can only provide some background information on the portions of the consolidated program with which we have had experience.

I would like to address myself primarily to the first of the two purposes discussed above—those previously served by ESEA II and NDEA III. These are the programs that members of my association have been involved with in past years. Before their consolidation, both programs were successful in their own right.

The programs have always been closely coordinated and mutually supportive. Many of the funds from ESEA II go for the purchase of audiovisual materials. Funds from NDEA III are used to purchase the equipment necessary to support the new materials.

In each of the last several previous fiscal years, ESEA II has benefited about 50 million pupils per year. Of the funds, about 96 percent actually reached schools with only 4 percent being returned for state administration. Reports from States indicate that title II funds have been used for a variety of purposes, from establishing and upgrading libraries, supporting special education programs in hospitals, and correctional institutions, providing materials in special areas such as career education or environmental education, development and revision of standards for instructional materials. The most recent fiscal year (fiscal year 1973) shows three significant trends in the use of ESEA II funds. First, there is a growing emphasis on right-to-read projects, many with evaluation components. In many States reading had the first priority, with a mandate to include plans to improve reading skills as a part of each title II project. Second, in response to the Education Amendments of 1972, increased emphasis was placed on the needs of elementary and secondary school children for materials relevant to occupational education. Finally, the impact of inquiry learning, individual study, ungraded classes, and other new techniques, plus the demand of new courses, many covering a wide range of social issues, has created rising pressures for new and varied media. During the first 8 years of the program, expenditures for audiovisual media rose from 19 to 48 percent of total ESEA II funding.

The emphasis on individualized learning and interdisciplinary study has produced a demand for materials in subject areas that hitherto were not taught or studied at most elementary and secondary schools. The availability of materials in new formats, such as cassettes, films, nad audiovisual items of many kinds, has made possible new forms of learning and teaching, but this trend has also increased the needs of schools for new instructional materials.

And with the development of new kinds of materials to meet the needs of today's student comes the need for equipment to use these materials. In the past fiscal years, over 60 percent of our 18,000 school districts have participated in the NDEA III program that provides that equipment. Originally, funds from the NDEA III program were used for the purchase of equipment used in science education. Since the program succeeded in improving education in that area, Congress recognized the need to expand the number of academic categories eligible for assistance. Funds can now be spent for reading, industrial arts, and the humanities. The number of eligible categories has more than doubled since the start of the program, but funds have not increased proportionately as new curriculum areas have been added. Emphasis has also shifted from the need for teacher-centered materials to the newer student-activity centered curriculums.

ESEA II and NDEA III are programs that do not work in isolation, but play an integral part in many areas of education and are coordinated with many other forms of Federal funding. ESEA title I projects have given high priority to funding educational equipment and training aids closely related to remedial education projects. As mentioned previously, ESEA II and NDEA III funds have played an essential role in the national Right-to-Read program. Funds from the programs have been used to provide equipment and materials for programs for the handicapped. They have assisted in developing and implementing bilingual programs, career education curriculums, and environmental education programs.

I have included as an attachment brief descriptions of some of the kinds of projects funded by ESEA II and NDEA II funds.

Need for funds.—For the entire libraries and learning resources programs we are requesting only $175 million for fiscal year 1977. We feel this figure is far from adequate, but we also feel we must temper our request due to the current economic situation in the country today.

The $175 million figure is based on the aggregate of the fiscal year 1973 funding levels of each of the programs contained in the consolidation. Fiscal year 1973 is considered an average year, by far not the best funding for the programs, but not the worst. It is the year for which the most recent sound data is available. In fiscal year 1973 these were the funding figures:

	Millions
ESEA II	$100
NDEA III	50
ESEA III (guidance and counseling)	25
	$175

However, I must again emphasize this figure is what we consider a "bare-bones" minimum. It nowhere meets the real need for instructional materials and equipment—a need that continues to rise—and which is also a victim of current economic and energy conditions. Obviously, the rising cost of equipment and materials due to inflation, and the need to replace items that have worn out, make it even more difficult for a local school to meet its needs.

The current energy crisis and the resultant shortage of raw materials has also had a dramatic effect on technology's products. Prices of some materials such as polyvinylchloride (PVC), a derivative of raw oil refining process used in the manufacture of educational phonograph records has increased 100 percent in the last year.

The dollars spent for educational materials do not go as far as they have previously. Much more money is needed just to keep programs at present levels.

An even maintaining present levels is not adequate. During House discussions of H.R. 69 it was reported that 85 percent of school districts surveyed failed to meet the standards of per pupil expenditures for instructional materials recommended by the National Education Association and the Association for American Publishers. Emphasizing this is the response to a survey performed by the North Carolina Department of Public Instruction. They surveyed State officials responsible for NDEA III-A and ESEA II in the 50 States, 5 territories, the District of Columbia, and the Bureau of Indian Affairs, to determine the Nation's needs for future funding under the program.

I have included as an appendix a more detailed State-by-State breakdown of the results of that study, but let me summary it briefly:

[In millions of dollars]

	1974 allotment	1977 need
NDEA III	24.7	136.0
ESEA II	85.3	196.7

As you can see, the estimated need for each of the separate programs in one case almost meets and in the other exceeds the sum we are requesting this year for the total consolidated package. Also included in the appendix with the State totals are comments of some of the State officials concerning the need in their State for funding. The vast majority of those officials felt the need for the kinds of program purposes funded by ESEA II and NDEA III had not been met; all felt that the programs served a valid purpose and should be continued.

HEA VI–A.—Let me now turn to the HEA VI–A program which provides to higher education many of the same educational benefits the elementary and secondary schools have previously derived from NDEA III.

HEA VI–A was developed so that junior colleges, colleges, and universities could likewise augment traditional methods of instruction and thus continue to reinforce the learning styles to which their students had been exposed in elementary and secondary school. The title VI–A program has particularly assisted the smaller, liberal arts colleges who cannot afford to update laboratories or acquire more effective instructional materials without outside, federal support. In fiscal year 1974, 1,037 colleges and universities participated.

Funding for HEA VI–A has been significantly reduced in past years despite the continued demand by colleges and universities for assistance. The requests for funds always far exceeds the dollars available, as is evidenced by these figures.

HEA VI–A FUNDING

[In millions of dollars]

Year	Total appropriation	Total grant requests not funded
1967	$14.5	$8.6
1968	14.5	13.0
1969	14.5	12.4
1970	0	
1971	7.0	10.9
1972	12.5	27.2

Even the private sector outside educational institutions realizes the value of the HEA VI program. One nationally known philanthropic organization is exploring the possibility of providing the matching funds required locally to receive federal funding.

The 1972 Carnegie Commission report on educational technology entitled "The Fourth Revolution" stated that higher education was lagging far behind in use of new technology. The report recommended a Federal expenditure for 1973 of $100 million, and stated that colleges could sharply reduce costs and increase efficiency, while boosting individual attention by use of instructional equipment.

HEA VI–A is a relatively small fund, which schools can use to meet their own specific needs. It is simple to administer, requires almost no redtape, and has helped stimulate some of the most innovative developments in higher education during the last few years. It is helping some of the have-not schools become leaders in the field of instructional technology.

Besides increasing need for instructional equipment and educational technology institutions of higher education are facing many of the same problems faced by elementary and secondary schools. Inflation and shortage of materials are causing costs to increase drastically. Education is shifting from a teacher-centered curriculum to a learner-centered education which demands a tremendous amount of new learning resources. Equipment and materials that students operate are required.

Many examples of educational technology uses in higher education can be cited. The May 1973 issue of Saturday Review characterized Golden West Community College in California as "Electronic University." The article describes the college's system of higher education where students learn by doing and learn by making use of cassettes, computers, films, and other audiovisual materials. In addition to being able to boast of satisfied students and instructors, the university is also looked upon favorably by taxpayers. The instructional cost per pupil is $756.84 compared with a statewide average of $900 to $1,000.

In support of funding for HEA VI-A.—The need for HEA VI-A is tremendous. Because grants are made on the basis of need, the funds are going to these institutions where they will have the biggest impact on the status quo. HEA VI-A is assisting higher education institutions to modernize instruction. The lecture method is appropriate for only some types of information dissemination and it is generally agreed that it must be supplemented by other instructional methods. That the schools themselves recognize the need for change and the assistance that HEA VI-A can provide in this regard is clear. The demand for funds has exceeded the supply. In fiscal year 1971 requests for funds were so numerous that only 39 percent could be funded. In fiscal year 1972, requests totaled more than twice the $12.5 million appropriation. Postsecondary institutions caught in the complexities of spiraling costs and increasing enrollments perceive HEA VI-A appropriations as helpful, but as too small to generally upgrade instruction on that level.

HEA VI-A is often used for job-oriented, vocational instruction. A review of the types of institutions that received HEA VI-A funds during fiscal years 1971 and 1972 reveals that about half the funds went to schools not offering a bachelor's degree—nursing schools, junior colleges, vocational schools. The use of HEA VI-A funds has clearly been consistent with the national thrust toward career education.

HEA VI-A has improved teacher training. Teacher candidates who experience the use of media as part of their education, are more likely to use such techniques in their own classrooms. Many studies suggest that teachers teach as they were taught. It is the small liberal arts colleges most in need of additional instructional equipment and materials that train most of the Nation's teachers. HEA VI-A has helped to minimize the disparity between their experience as students and what will be expected of them as elementary and secondary teachers.

HEA VI-A preserves local choice and requires a local commitment of funds. Like NDEA III, this title is a 50-50 matching program which insures that funds will be carefully administered. Within the limits set by Congress, funds may be used to fit the unique needs of the recipient institutions. State commissions help to determine priority needs and establish State plans.

Summary.—Today, I have presented evidence regarding the history and impact of educational technology and media on education. Technology and media have become an integral and necessary part of that educational process. Funds are needed to support those programs so they are not lost in this time of economic crisis.

Specifically, I have recommended that at least $175 million be approved for the libraries and learning resources program—title IV of Public Law 93-380. This program will provide the technology and media support at the elementary and secondary educational level.

I have recommended a funding level of $25 million for HEA VI-A, equipment and major remodeling for the higher educational level.

I appreciate this opportunity to share with you and the subcommittee a conceptualization of some of the educational needs of our country. Although I am representing an association of media specialists, we are first and foremost an association of professional educators. If we are biased in our description of the need for contained Federal support for educational technology, that bias is rooted in a larger concern—the concern that each learner have access to high quality educational experiences that enhance his or her personal growth and will help him or her become a productive human being.

Dr. HITCHENS. I represent a relatively small professional associaciation of about 8,000 educators whose purposes are to improve the educational environment available to learners at all levels through the application of technological solutions to instruction problems.

I come to you to talk about instructional needs in today's schools. I specifically want to address myself to title IV, part B, of the Educational Amendments of 1974, the libraries and learning resources title, and I would like to throw in a footnote concerning the Higher Education Act, title VI-A, which is the instructional equipment and minor remodeling act of the cureerntly authorized Higher Education Act——

Mr. FLOOD. Off the record.

[Discussion off the record.]

Mr. FLOOD. On the record.

Mr. HITCHENS. I think it is very difficult to meet students' needs today for instruction. They are different kinds of kids and more aware of their world than perhaps you and I were when we went to school. Their range of experiences before they get to school ranges from "Sesame Street" to soap operas, and that is certainly an experience we didn't have. Their individual differences require a variety of instructional vehicles and a variety of learning styles are represented among them. The resources that have to be made available for today's kids range from teachers to books to computers to films to all sorts of other kinds of communication tools.

The Federal aid programs that have supported this change in our manner of instruction in schools has been very, very important in the past, and we hope it can continue in the future. We want to continue introducing technology into education. A recent survey in the State of California indicated that in the California districts, while in the fifties only 2 percent of the districts had some activity in this educational technology area, as many as 85 percent of the districts in the State of California currently have some instructional technology.

There are several other reasons for continued Federal aid. One is that State funds are being curtailed for a variety of reasons. An education commission of the States' recent survey indicated that 64 percent of the responding States indicated they had inflation-caused cutbacks in instructional materials. We deplore this situation. The NEA research which was just presented to you in the printed testimony a few months ago indicated that they have identified at least a 40-percent reduction in instructional materials. The teachers of the country are alarmed about this and rightly so.

We have had a 21-percent decline between 1971 and 1974 in the per-pupil expenditures for all instructional materials in the schools. Only 3.1 percent in 1974 was allocated to instructional materials; this juxtaposed to the fact that 84 percent of the per-pupil expenditures was allocated to employee salaries and benefit. We feel we have to attack this labor-capital mix in order to really improve instruction. We have to dramatically increase the amount and kind of instructional materials that are available. Turning quickly to the titles I am talking about, there are three purposes to be continued in title IV, part B, of the Educational Amendment of 1974, Public Law 93-380. Those purposes are the same purposes which were contained in three previously categorical titles: (1) the acquisition of school library resources, textbooks, and other materials which were in ESEA title II; (2) the previous NDEA title III, which was devoted to the acquisition of equipment and minor remodeling to accommodate it; and (3) the guidance and counseling portion of ESEA title III previously, which was to improve counseling and guidance service for students and programs of testing.

The title II of ESEA has affected 50 million pupils a year during the time it has existed. Ninety-six percent of the funds have gone directly into the schools and only 4 percent for State administration historically each year. In title II of ESEA up to half of the funds are being devoted to audiovisual materials or were in the last years on which we have data. In NDEA title III, we had over 60 percent of the Nation's 18,000 school districts participating in the acquisition of instructional equipment and minor remodeling. We are requesting that no less than $175 million should be provided for this consolidated title for fiscal 1977. That is the first year in which these titles will be completely consolidated, as you know. We think even that figure is not adequate, but we think we have to be reasonable and responsible in our requests.

In title VI-A of the Higher Education Act, again, which is devoted to instructional equipment and minor remodeling for higher institutions, we feel that $25 million should be allocated to that title.

If you will turn to page 13 of the printed testimony that was provided you, you will see a table of the funding that has occurred since 1967 for that program. In no single year have we come even close to meeting the grant requests that have come from the colleges and universities.

In recent years that title has been most beneficial in the job opportunity related, job training, career education opportunity programs in our 2-year institutions. They are finding that of great benefit in addition, of course, to the teacher training and general instruction improvement that has occurred in the other undergraduate institutions.

Mr. Chairman, I thank you for the opportunity. I hope you will continue to support education and hear us clearly as you have done in the past.

Thank you.

Mr. FLOOD. Thank you very much.

All right, Miss Eileen Cooke, associate executive director, American Library Association.

EDUCATION PROGRAMS

WITNESS

EILEEN D. COOKE, ASSOCIATE EXECUTIVE DIRECTOR, AMERICAN LIBRARY ASSOCIATION

Miss COOKE. Mr. Chairman, I would like to thank you for the opportunity and the privilege of appearing before you on behalf of the American Library Association. The association will be observing the centennial of its founding next year, the Nation's Bicentennial year, and our membership is continuing to grow. We are now a membership organization of 35,000 libarians, trustees, and public-spirited citizens dedicated to the development of library and information services. With your permission, Mr. Chairman, I would like to summarize my statement and call your attention to the attachments.

Mr FLOOD. The statement will be put in the record with the exhibits.

[The complete statement of Miss Eileen D. Cooke, with attachments, follows:]

I am Eileen D. Cooke, associate executive director of the American Library Association and director of its Washington Office. The association will be marking the centennial of its founding during the national bicentennial year, 1976. The American Library Association is a nonprofit educational organization of some 35,000 librarians, trustees, and other public-spirited citizens who are dedicated to the development of library and information services for the people of the United States.

The concern of the association extends to libraries of all kinds. Libraries serve uncounted millions of Americans every day, employing for this purpose about a quarter-million people. Members of the subcommittee may have seen articles in the newspapers and reports on television recently about the impact of the recession on patronage of the public libraries. Quite simply, many public libraries, especially in the larger cities, are experiencing an upsurge in the number fo their adult patrons. This is repeating the experience of the depression era. Now, as then, adults are using the library as a source of information about the job market, as a place where they can get help in sharpening their occupational skills or in acquiring new ones, as a means of passing time constructively and purposefully and as a virtually costless way of maintaining their morale and brightening their outlook to ward off the stultifying and demoralizing effects of week after week without work.

It is the public libraries, of course, that serve the unemployed and others in the community in the ways I have mentioned. The public libraries are aided by your appropriations under the Library Services and Construction Act. The jurisdiction of the subcommittee extends also to the school libraries, which are aided under title II, and now the new title IV-B, of the Elementary and Secondary Education Act; to the college and university libraries that are aided under provisions of title II of the Higher Education Act; to the medical libraries for which funds are authorized under the Medical Library Assistance Act; and to the libraries and information centers of many other kinds that are supported to some extent through other components of the Labor-HEW appropriation legislation. The concern of the association is for libraries of all types, and the concern and responsibility of this subcommittee is fully as broad. (See attached table, Funds for Library-Related Programs.)

I venture to suggest that the subcommittee's task, and ours as a witness before you, has never been as complex and difficult as it is this year. We are in a period of fiscal stringency as a result of the deepening recession and soaring inflation, and yet these dismal economic trends expand the inescapable needs for Federal funds and the corresponding demands that are placed upon the subcommittee for prudent and conscientious choices and decisions. This year, too, the subcommittee is operating under the initial stages of new budgetary processes. Not the least of the many implications of that fact is that the fiscal year for which funds will be provided in this bill will run for 15 months, not 12, and accordingly, the subcommittee will be considering additional fiscal year 1976 appropriations to cover the so-called transitional quarter (July 1-September 30, 1976). Without such special appropriations for the transitional quarter, any appropriation item funded at the level of the previous year would suffer a 25-percent reduction without even taking inflationary impact into consideration.

The situation of the libraries that look to this subcommittee for a measure of support is especially complex this year because of the consolidation provisions of the Education Amendments of 1974 (Public Law 93-380) and the operations of the State and Local Fiscal Assistance Act (Public Law 92-512), the general revenue sharing legislation. As the subcommittee is well aware, the education amendments authorized consolidation of the school library resources provisions of the ESEA (title II) with title III-A of the National Defense Education Act which authorizes grants for classroom equipment and minor remodeling, and that part of ESEA III which authorizes grants for guidance, counseling, and testing activities. The consolidation enactment provides that the combined appropriation for the three programs must at least equal the amounts separately provided by Congress for the 1974 fiscal year, or else the consolidation does not become effective. I will have more to say about this later.

The revenue sharing program is a further complicating factor that must be taken into consideration, because local governments may use their revenue sharing funds for the operating, maintenance, or capital needs of libraries. Many jurisdictions have indeed provided funds for these purposes, yet, as I shall demonstrate, many local governments merely replaced local support with this new form of Federal support.

Despite the gravity and complexity of the situation that confronts us, we have great confidence in the capacity of this subcommittee to clarify the prospect before us and to lighten our burdens to some extent through the appropriations legislation that it recommends to the full committee and to the House. We are also heartened by the fact that, in accordance with Public Law 93-568, planning has begun for the White House Conference on Library and Information Services and for the local and State meetings that will precede it. Many of these meetings will be held next year, on the assumption that the authorized funding is provided in the Second Supplemental Appropriations Act for 1975. We anticipate that each State and the Nation as a whole will have a much more accurate picture of their library needs and resources as a result of the White House Conference process, and that general public support for library programs will be strengthened throughout the country.

Like the subcommittee, we of the association have often been hampered by the very tardy and less than comprehensive statistics on libraries that are gathered by the National Center for Education Statistics. We expect the White House Conference to remedy this deficiency in some respects, and we anticipate that the thousands of citizens who will participate in these proceedings will assure a high priority for libraries and information centers among the functions of State and local government.

I want to emphasize to this subcommittee that the $3.5 million we have proposed for the White House Conference activities, a line-item in the Second Supplemental Appropriations Act, would be expended over 4 fiscal years. It is the entire amount authorized for the White House Conference on Library and Information Services. We believe it is important that the full amount be appropriated at the start of the conference process, so that States will know well in advance of the support they may expect. In that way, the State and local activities can be well-planned and conducted economically and productively. Providing part of the funds this year and more next year would prove to be penny-wise and pound-foolish, I fear. Therefore, if the White House Conference is not fully funded in the supplemental legislation, we urge that the authorized amount of funds be included in this bill.

PUBLIC LIBRARIES

The American Library Association urges the subcommittee to appropriate $130.2 million for the programs currently authorized by the Library Services and Construction Act, for the 12-month period July 1, 1975–June 30, 1976.

For title I—Library Services, we recommend appropriation of $62 million. Congress has rejected the rescission proposed by the President of nearly half the amount appropriated for title I in the 1975 legislation. The American Library Association is rejecting as utterly inadequate the $10 million that is proposed in the President's Budget for this program in 1976. That sum would not even provide the $200,000 for each State that is the statutory minimum mandated by the authorizing legislation. Obviously, the Budget proposal is insufficient and must be revised. (See attached map.)

The amount we recommend, $62 million, is the amount that was appropriated for fiscal year 1973. The Federal dollars provided by LSCA title I served as seed money which must be matched by the States. In communities all across the Nation, this program has proved to be invaluable as a means of encouraging the States to provide much-needed library service that otherwise would have been beyond their reach. (See attached allotment table comparing State allotments under the appropriation for fiscal year 1975, the budget proposal for fiscal year 1976, and the appropriation recommended by the American Library Association for fiscal year 1976.)

Under title I of the Library Services and Construction Act, the States are required to plan for the extension of public library services to the parts of the State and the segments of the State's population that, for one reason or another, are denied access to the library services available to others. While priorities for the use of title I funds differ from State to State based on local needs, they include service to the disadvantaged, the bilingual, older people, the handicapped, and others lacking access to a public library. The following excerpts from an

LSCA grant proposal submitted by the rural county of San Augustine, Tex., illustrate the way LSCA title I priorities are adapted to local needs:

"To the rurally disadvantaged, strangers from town usually represent trouble, or at least strain and inconvenience. Those in new cars and city clothes with purpose enough to brave backwards roads are most often the law, bill collectors, or bureaucrats working cases. We want to avoid any associations of this type, and try to tailor the spirit of our library services to develop a reputation and a rapport with country people comparable to that of the County Extension Service."

From the States themselves, we have collected many more examples of innovative extensions of library services that could not have been made were it not for support under title I. I ask that excerpts from these reports to the ALA Washington office attached to this statement be made a part of the record. They demonstrate, more clearly than any rhetoric, the fine work that is being done with the aid of title I.

For title II—Public library construction, we recommend and urge appropriation of $50 million. Estimated State grants are provided on an attached allotment table.

The subcommittee has not provided funds for title II since the appropriation for fiscal year 1973. Those funds were impounded and released through court action in 1974. No funds were included in the fiscal year 1975 appropriation, presumably because of the goal of Congress to minimize Federal outlays to fight inflation.

This year, in contrast, recession is as significant an economic problem as inflation, and the title II program is available to offset recessionary effects, particularly unemployment. As we told the subcommittee in our statement filed for the hearing record on the fiscal year 1975 second supplemental appropriations bill, the association has surveyed the States to determine how many library construction projects could be started almost immediately if title II funds were available. The States have reported that 226 projects developed in accordance with LSCA requirements could be under construction by July 1 of this year; that is, the planning has been completed and the matching funds are in hand, and only the Federal share is lacking. Almost as many library construction projects could be started by January 1, 1976, if Federal funds were made available; and almost 300 projects could be started by July 1 of next year, 1976.

I want to emphasize that these figures are not cumulative; that is, the 226 construction projects that could be started by July 1 of this year are not included among the 224 library building projects that could be started by January of next year. In all, more than 700 library construction and remodeling projects could be started within 1 year, given the availability of title II funds, and about one-third of these could be started by July 1975. In addition, the States estimate that another 766 library construction projects are needed in the next few years; that is, from 1976 through 1978. There is definitely a backlog of public library construction needs to be met, much of which has accumulated during the years of zero funding for title II. The need is spread throughout the country, as indicated by the attached statistical table. The employment effects of meeting these needs would consequently be felt throughout the conutry and through much of the economy. (See attachment providing information from selected States illustrating the potential benefits of LSCA title II.)

For title III—interlibrary cooperation, we urge appropriation of $18.2 million, the amount authorized for this program in fiscal year 1976. The entire appropriation for fiscal year 1975 would have been rescinded if Congress had not rejected the administration's rescission proposal. We find it difficult to understand how the administration could propose to rescind the small amount (less than $3 million) appropriated for projects that link libraries together and enable them to coordinate their resources and services, when the same administration at the same time proposes a Library Partnership Act for interlibrary cooperation, for which it promises to request an appropriation of $20 million if Congress enacts the new legislation to replace the statute now on the books.

We agree with the administration that as much as $20 million could easily be used for these programs, and that LSCA title III has been seriously underfunded to date. Attached is a table showing how much each State is receiving in title III funds under the current appropriation and how much it would receive under the appropriation we recommend.

Although the proposed Library Partnership Act is far down the road from enactment, and therefore not a consideration for your committee now, we would like to note for the record our support for the State and local determination encouraged by *LSCA title III*. The administration's partnership proposal, on the other hand, would return decisionmaking to Washington, at the discretion of the Commissioner of Education.

Notwithstanding the relatively small amount of title III funds allotted to each State and the uncertainty that has attended provision of the funds in recent years, the States are making significant improvements and economies in their services through the title III programs. In Pennsylvania, for example, materials are exchanged through a van delivery system that connects 150 libraries across the State. The academic and public libraries list each book they purchase in a central computer file so that any cooperating library can instantly determine which other libraries own a specific book requested by a reader. A catalog of the holdings of over 100 Pennsylvania libraries is being placed on microfilm, and copies will be placed at several locations throughout the State so that these books may be borrowed on an interlibrary loan basis.

Kansas has used title III funds to start and operate an interlibrary loan system that includes college, junior college, high school and public libraries. Any patron of any of these libraries has access to the materials in any other library in the system. This has given libraries the opportunity to enlarge their collections since they do not have to purchase seldom-requested esoteric titles which are available at participating libraries. Cooperative endeavors such as this would not have been possible without the availability of title III funds to encourage and assist development of the new system. The State librarian of Ohio has told us that, thanks to title III funds, patrons of the library in McArthur, an Appalachian community of less than 10,000, were able to borrow books from the Ohio State University Library, from the Akron Public Library and even from the library of Harvard University. Here is a local public library with an annual budget of $12,660 giving service of this kind to its patrons, and this is made possible by title III. An attachment to this statement includes some other examples of title III programs in the States.

We are sometimes asked why Federal funds should be provided for the interlibrary projects supported under title III. There are several reasons. Many of these networks of cooperating libraries reach across State boundaries as, for example, in metropolitan areas located in more than one State. The Federal funds also stimulate and support the less advanced library systems in their efforts to provide better service. Often title III projects demonstrate the benefits of public library service, and the local people subsequently vote to tax themselves for its continuation. We have seen this happen many times, in State after State.

GENERAL REVENUE SHARING (GRS)

Although the State and Local Fiscal Assistance Act (general revenue sharing) is not among the programs for which the committee is responsible, we would like to comment on its impact upon public library programs. We have asked all the States to inform us of any use of GSR funds for library purposes. To summarize the preliminary information that has come to us so far, only about 14 percent of the Nation's public libraries have received GRS funds. The great majority of public libraries have not been touched by GRS. Among governmental units that have provided GRS for libraries, there appears to be a growing tendency to use GRS dollars to replace local or State funds previously provided for library support. Attached is a table presenting this information on a State-by-State basis.

We noted the recent testimony of Office of Education witnesses before this committee, which cited the assistance provided libraries by GRS as one of the reasons the administration now offers for justifying its proposed phaseout of the Library Services and Construction Act. We are distressed by this line of reasoning which simply cannot be sustained on the basis of the fact available to date. We call your attention to the attached information on public libraries and general revenue sharing.

In general, GRS funds have not spurred innovation or extension of library service. These are the very hallmarks of the LSCA program funded by this committee, and it is these programs, not general revenue sharing, which represent the primary commitment on the part of Congress to the improvement and extension of library services to reach all Americans.

SCHOOL LIBRARIES AND LEARNING RESOURCES

For title IV-B of the Elementary and Secondary Education Act, we propose appropriation of $209,332,500 in the fiscal year 1976 appropriations bill, of which $34,332,500 would be funding for the transitional quarter (July 1, 1976–September 30, 1976), and $175 million would represent forward funding for fiscal year 1977.

Under the authorizing legislation, as the committee is aware, local education agencies have complete discretion in the use of these funds within the specified purpose of libraries and learning resources, provided the appropriation is no less than the amount previously available to the three unconsolidated programs. A supplemental appropriation for fiscal year 1975 (Public Law 93-554) provided $137,300,000 for the 12-month period July 1, 1975 through June 30, 1976, on a forward funding basis. This was the minimum amount needed for this period of time to trigger the new consolidation. Because fiscal year 1976 contains an additional 3 months, due to the changeover to a new fiscal year cycle, additional funding must be provided for the consolidated programs for the additional months. Accordingly, we recommend appropriation of one quarter of the administration's fiscal year 1976 budget request for ESEA title IV-B to carry it through the transitional quarter. ESEA title IV-B should be funded at this rate throughout fiscal year 1976 including the transitional quarter, if it is to be in compliance with the Education Amendments of 1974 which establish an appropriation floor in order to trigger the consolidation. (See attached ESEA IV-B allotment table for fiscal year 1976 transitional quarter.)

For fiscal year 1977, the advance funding portion of the bill, we urge appropriation of $175 million for libraries and learning resources, an amount which equals the fiscal year 1973 funding levels of the three categorical programs. (See fiscal year 1977 State allotment table attached.)

Before consolidation, the committee and Congress provided more than $95 million for the textbooks and school library components alone of what is now a much broader program. We do not believe that our proposal is excessive in view of the manifest needs. There are still thousands of schools, especially elementary schools, that lack any semblance of a school library. How many of these schools exist and precisely where they are cannot be stated due to the inadequacies of the official statistics. The most recent survey we know of is one we conducted ourselves in 1973. At that time the States estimated that on the average about one-third of their elementary schools lacked libraries. We hope this information will be updated on a State by State basis in the near future by the Office of Education. In any event we look to the forthcoming White House Conference on Library and Information Services for reliable data on State standards for school library collections, staff and space, and the degree to which States have been able to achieve these standards. We must emphasize that the sums provided through this legislation are small in comparison to the amounts provided by State and local school districts from their own resources. The Federal funds stimulate provision of textbooks and school library services and supplement the resources of the less wealthy districts.

In some States, these funds are used to provide materials to certain vulnerable groups of students, for example, those who need improvement in the basic skills of reading or mathematics, those in danger of dropping out, or gifted, handicapped, or bilingual children. This program serves both elementary and secondary schools, under both public and private auspices. Nationally, the proportion of funds made available to private schools is proportionate to their share of the total enrollment. In many States, these funds are being used to strengthen the right-to-read programs, and we remind the committee that one of the administration's continuing objectives, deserving of commendation, is to be well on the way to wiping out illiteracy in this country through the right-to-read program by the time we mark the bicentennial next year.

Finally, it is important to note that the ESEA title II program has been popular with educators, with parents, with local government officials, and it is certainly appreciated by the children and young people who directly and lastingly benefit. (See attached comments from the States.)

COLLEGE LIBRARY RESOURCES, LIBRARY TRAINING AND RESEARCH AND DEMONSTRATION

For Parts A and B of title II of the Higher Education Act, we recommend an appropriation of $30 million. If this amount is appropriated, the mandatory allocation formula in the law would result in the availability of $21 million for college library resources, $6 million for training librarians, and $3 million for library research and demonstration.

COLLEGE LIBRARY RESOURCES—PART A

Title II–A provides basic grants of up to $5,000 to college and university libraries to acquire books and audiovisual materials, plus supplemental grants to build up library resources in developing institutions and special purpose grants to support interlibrary cooperation. Under the basic grant program, each accredited or provisionally accredited institution of postsecondary education is entitled to a $5,000 basic grant for library resources. With close to 3,000 eligible institutions, nearly $15 million is required to provide each with a basic grant under HEA title II–A. (See attached map for basic grant entitlements.)

This money has proved especially significant in recent years as academic libraries face extraordinary changes in the patterns of higher education while coping with mounting costs for books, magazines, and audiovisual materials. Three developments in the past 5 years have had a profound effect on library materials budgets: first, the change in the composition of the student body itself caused by open admissions policies and an influx of part-time and adult students; second, the strong tack away from the traditional academic subjects in favor of vocational education, interdisciplinary studies, and newly developed fields such as black studies or urban studies; and third, the growing effort by colleges and universities to make their classes relevant and their resources available to the surrounding community.

Dr. Robert Kibbee, chancellor of the City University of New York, has said that 19 percent of the entering students at his institution last year were over 25 years old. Statistics from the American Council on Education show that for the first time in history more than half the students enrolled in postsecondary education are going part-time.

These students are obviously different from the entering freshmen of 10 years ago. They are older, they are holding down jobs, they are not recent graduates from high school. Many would not have been considered "college material" a decade ago. For this new generation of students, college libraries must provide special teaching aids and cross-cultural materials not previously stocked in the traditional library. "The emphasis has been on a wide variety of teaching methods necessitating the purchase of slides, cassettes, and other audiovisual materials," the librarian of a Kentucky junior college wrote. "The development of a series of basic studies courses has resulted in our spending a large portion of the budget for materials designed specifically for academically disadvantaged students." A junior college librarian from Iowa said remedial learning materials were taking one-fourth of his $17,000 acquisitions budget. In most cases, the funds to meet these new demands have come from money available under title II–A.

The trend away from the classic college curriculum has forced libraries to make painful decisions between keeping up with the materials being published in traditional disciplines and acquiring the necessary new subject material. Often it is not a one-or-the-other question. Students specializing in American studies need conventional American history books plus materials on Indian culture, jazz, Chicanos, and Hollywood. Job-oriented students need both economics periodicals and vocational information.

Libraries have borne a heavy burden of the cost of these changed course offerings. For example, the librarian at a 2-year college in Michigan with 5,000 students reported more than 40 new courses had been added since 1970 (not a high number; some institutions have added more than 100). Among the newcomers: dental hygiene and radiology technician courses, plastics technology, small engine mechanics, hotel-motel management. "Each of these courses needed basic reference materials plus a coverage of periodicals that necessitated considerable investment," she wrote. "We have had to spread the money around and really rob the traditional subject matter."

Academic libraries are opening up their doors to surrounding communities. A recent survey of community and junior college libraries by the American Library Association showed that approximately three-fourths of these institutions offer their services to such diverse groups as ethnic minorities, hospital staffs, high school students, and local politicians.

For example: Lane Community College in Oregon has provided computer-based occupational information to high school and college students wanting up-to-date data on career opportunities, requirements and compensation. The program is operated in conjunction with the public schools, the State employment office, and local social agencies. California's Chabot College library has helped to retrain the local police and fire departments through the use of closed circuit television, audiovisual materials, and conventional library books and periodicals. Librarians provided the teaching materials and the agencies supplied the teachers. Bellevue Community College in Washington offers a legislative reference service to keep students, faculty, and the community informed of actions by the State to legislation, particularly in the realm of education.

At Navajo Community College in Tsaile, Ariz., the librarian wrote that his college library was the principal source of reading matter for the surrounding community. "The vast majority of our collections budget goes to materials by and about native Americans," he wrote. "If it weren't for HEA II–A funds, our Indian collection would be severely crippled. We would not be able to maintain a current collection in books, films, and so forth, and since we are the main library for the Navajo Reservation, all of the people would be suffering a great loss without these funds." (For additional examples, see attachment.)

Furthermore, the price of the essential books, films, records, and magazines the library purchases continues to rise sharply. For example, the average cost of an American periodical in 1974 was $17.71, a rise of 9 percent over the previous year (which was 22 percent over 1972). The price of chemistry and physics journals has reached an average of $65.47 while business and economics periodicals cost an average of $13.90. Last year, Princeton University spent $532,618, one-third its budget, on periodical subscriptions; the University of Wisconsin at Superior, with an acquisitions budget one-eighth the size of Princeton's, spent $129,389 (65 percent of the total) on periodicals.

Because complete files of magazines and journals must be kept, the list of subscriptions cannot be compressed in lean years and expanded in good years. The cost of subscriptions thus represents an implied encumbrance on a budget which must be subtracted before any other materials can be purchased.

The fiscal year 1975 appropriation for HEA title II–A, $9,975,000, was not adequate to fund full basic grants for the 2,700 applicants. If all are eligible, each institution will be able to receive only $3,694. Moreover no funds remain to fund the special purpose and supplemental grants authorized by the law.

In 1973, the last year in which special purpose grants were available, 307 colleges and universities benefited from ~~this program. The $2.4~~ million was used to improve the quality of library resources in urban institutions with high concentrations of economically disadvantaged students, to build up collections in established institutions which are being used by newer and poorer colleges and universities in the surrounding area. In previous years, these grants have been used to improve special collections and to overcome the mounting costs of curriculum changes.

Commenting on the relationship of basic and special grants, the librarian of Princeton University reported: "The growth of interdisciplinary programs over the last 20 years has added more than $200,000 in annual demand on the library's acquisitions budget. When special purpose grants were available under HEA II–A, we applied them largely to these programs to avoid reducing acquisitions in traditional fields; $5,000 is obviously a small part of the acquisitions budget of a large research library, but these budgets are increasing less rapidly than the cost of books and journals. Thus even a basic grant helps maintain a reasonable cost of acquisitions. Without it, we would simply buy fewer books, thus weakening the collections permanently."

LIBRARY TRAINING AND DEMONSTRATION—PART B

Under title II–B, we recommend $6 million for training in librarianship and $3 million for library research and demonstration. The fiscal year 1976 budget proposes terminating Federal support for training librarians on the theory that the supply and demand of professional librarians has reached an "equilibrium point."

This attitude on the part of the administration belies the actual use of this training money. Rather than support every new library science student that comes along—as the Office of Education would have it believed—this money has been used to fund scholarships for badly needed minority librarians, to send qualified technicians back to school to sharpen some special skill like service to the handicapped, and to sponsor institutes in which dozens of practicing librarians upgrade their skills and learn to use modern technology to better serve their patrons.

Among the institutes funded with fiscal year 1974 money were a 12-month program at the Fort Wright College of the Holy Names in Spokane, Wash., to train Indian library technical assistants, and a 10-day institute at the University of Denver to train graduate librarians in the use of computer retrieval systems.

For the second element of part B, library research and demonstration, we recommend an appropriation of $3 million. These projects are designed to bring better library service to all types of people—to scholars, schoolchildren minorities, older people. Among the 20 projects funded in 1974 were a program to coordinate library services for inner-city schoolchildren in Philadelphia, a demonstration of libraries serving as neighborhood information centers sponsored by the Houston, Tex., public library and conducted in five other cities, and the developing of an educationally stimulating library for young children in Boonville, N. C.

For fiscal year 1975 the Office of Education received 168 applications totaling $10.25 million from organizations seeking Federal support for fellowships and institutes, and 187 requests totaling $12 million for research and demonstration projects. With the fiscal year 1975 appropriation of only $3 million for HEA title II–B, almost all of these project proposals will go unfunded. To avoid a similar situation next year, we urge appropriation of at least $9 million for HEA title II–B.

HIGHER EDUCATION ACT—TITLE III

We support the full authorization of $120 million for fiscal year 1976 for this program of special assistance to strengthen the academic quality of developing institutions. HEA III funds may be used to plan and develop cooperative arrangements between developing institutions and established colleges and universities. These arrangements can include joint use of academic library facilities and the sharing of books, materials, and other equipment.

HIGHER EDUCATION ACT—TITLE VI–A

Another program in which college and university libraries may participate is title VI–A of the Higher Education Act which authorizes a program to improve the quality of undergraduate instruction by providing financial assistance on a matching basis to institutions of higher education for acquisition of instructional equipment, materials, and related minor remodeling.

A typical example of this program is the use of HEA VI–A funds by Harper College in Palatine, Ill., to purchase audiovisual equipment including tape recorders, slide projectors, screens, cassette players, et cetera, for both a centralized lecture/demonstration classroom and numerous independent learning carrells in the library. Harper, one of a series of 2-year State institutions in the Chicago area, has 15,000 students pursuing either conventional academic subjects, technician training or adult continuing education. This equipment, supplied under a fiscal year 1974 Federal matching grant of $25,000, is now being used to teach subjects as diverse as sociology, biology, economics, and science career education.

We feel HEA title VI–A is serving a basic need in upgrading the services of libraries and educational media facilities in colleges and universities and are recommending an appropriation of $25 million.

CIVIL RIGHTS AND EQUAL EMPLOYMENT OPPORTUNITY

The American Library Association is a strong supporter of equal employment opportunity, and has itself recently conducted an institute to assist library administrators with the development of equal employment opportunity affirmative action plans. The Association supports the budget request of $25.1 million for HEW's Office for Civil Rights which we are told will enable the Office to hire additional staff to enforce title IX of the Education Amendments of 1972 which prohibits sex discrimination in education programs receiving Federal aid. We understand the budget request would also support continuation of title VI enforcement in elementary, secondary, and higher education and enforcement of Executive order 11246 which prohibits employment discrimination in federally supported institutions. The Association would like to see vigorous enforcement of Federal nondiscrimination laws and regulations on the part of HEW.

MEDICAL LIBRARIES

Another concern of the American Library Association is for the effective operation of the National Library of Medicine and full implementation of the programs authorized by the Medical Library Assistance Act. We support the Administration's request for $22,482,000 for the National Library of Medicine. The resources of this great medical library are important to members of the medical profession throughout the country. In addition we urge appropriation of the full $20 million authorization for assistance to regional and local medical libraries across the country.

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

The Nataional Commission on Libraries and Information Science, a permanent and independent agency within the executive branch, is charged with primary responsibility for developing and recommending overall plans for library and information services adequate to meet the needs of all the American people. The American Library Association strongly supports the goals of the National Commission and we recommend that the full authorization of $750,000 be appropriated for fiscal year 1976.

The Commission has reached a crucial point in its work. Its recommendations for a national program of library and information service to meet the individual needs of all Americans must be further developed, and more ideas must be sought from the people themselves. Supporting studies are needed. Some of the areas for further study which have been identified by the Commission are: national and regional resource and bibliographic center operation; the future role of the States in providing information and library service; and the function of computers in the provision of library and information service.

Although the administration has requested only $502,000 for the Commission in fiscal year 1976, we urge the committee to provide the full authorization for this critical period in the Commission's work.

NATIONAL CENTER FOR EDUCATION STATISTICS

The Association, in the interest of improved national education and library statistics, supports the full fiscal year 1976 budget request of $16,665,000 for the National Center for Education Statstics. Basic, comparable statistical information about all types of library service is absolutely essential to a rational determination of the needs and most effective use of all our Nation's libraries. In fiscal year 1975 the center, in partnership with the States, initiated the Library General Information Survey (LIBGIS) program which over a period of years will collect a body of compatible data about public, school, academic, and special libraries on a national basis.

The Association believes that the work of the Center in gathering accurate data is critical to rational planning for the future. As the chairman of the House Education and Labor Committee noted recently, the LIBGIS library surveys are even more necessary now that Congress has passed and the President has signed into law the measure calling for a White House Conference on Library and Information Services to be held not later than 1978 (Public Law 93-568). Conferences will be held in the States and territories in the years before the White House Conference so that the status of library services can be reviewed on a State-by-State basis and plans made for the future. The basic statistical information gathered by the NCES library surveys will fulfill a most important function in this process of State and national reassessment of library service.

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Possibly the strongest program now housed under the National Institute of Education, the Educational Resources Information Center is a primary mechanism for communicating the results of educational research to the library and educational community. From the beginning, ERIC has emphasized reaching the practitioners, in this case librarians and library educators, who must put the research results to work if our educational system is to be improved.

Placed under the NIE umbrella when that agency was established in 1972, ERIC was to provide the nucleus for disseminating research resulting from both Government and private endeavors. By publishing abstracts of thousands of dissertations, scientific investigations, journal articles, and Government reports and by making copies of much of this material available, ERIC is providing invaluable access to information that would otherwise be totally lost to the librarian or researcher.

Because the ERIC service is vitally important to the future of libraries and education in this country, we urge the committee to adequately fund it and to provide ERIC a separate line item appropriation within NIE.

CONCLUSION

Mr. Chairman and members of the subcommittee, on behalf of all our members, I would like to thank you for the expeditious way you have moved the fiscal year 1976 education appropriation along the road to enactment. We and the entire education community hope that this year, we will have the fiscal year 1976 appropriations enacted into law well before the beginning of the new fiscal year.

In recent years, the delays in Federal funding have wreaked havoc with State and local education programs. Much of this has resulted from the administration's attempts to impound, defer, or rescind appropriations already enacted by Congress. Here it is March, with only 3 months remaining in fiscal year 1975, and yet the States still have not received their full allotments in accordance with the fiscal year 1975 Labor-HEW Appropriations Act (Public Law 93-517). We very much appreciate the timely fashion in which you are proceeding with fiscal year 1976 education appropriations.

Thank you for the opportunity to present testimony on behalf of the American Library Association. In conclusion, I would like to emphasize once again the need for full funding of the authorization for the White House Conference on Library and Information Services. As a result we anticipate that each State and the nation as a whole will have a much more accurate picture of their library needs and resources, and general public support for library programs will be strengthened throughout the country.

[illegible]

[illegible] approved by Congress.

[illegible]

[illegible] authorized by Congress.

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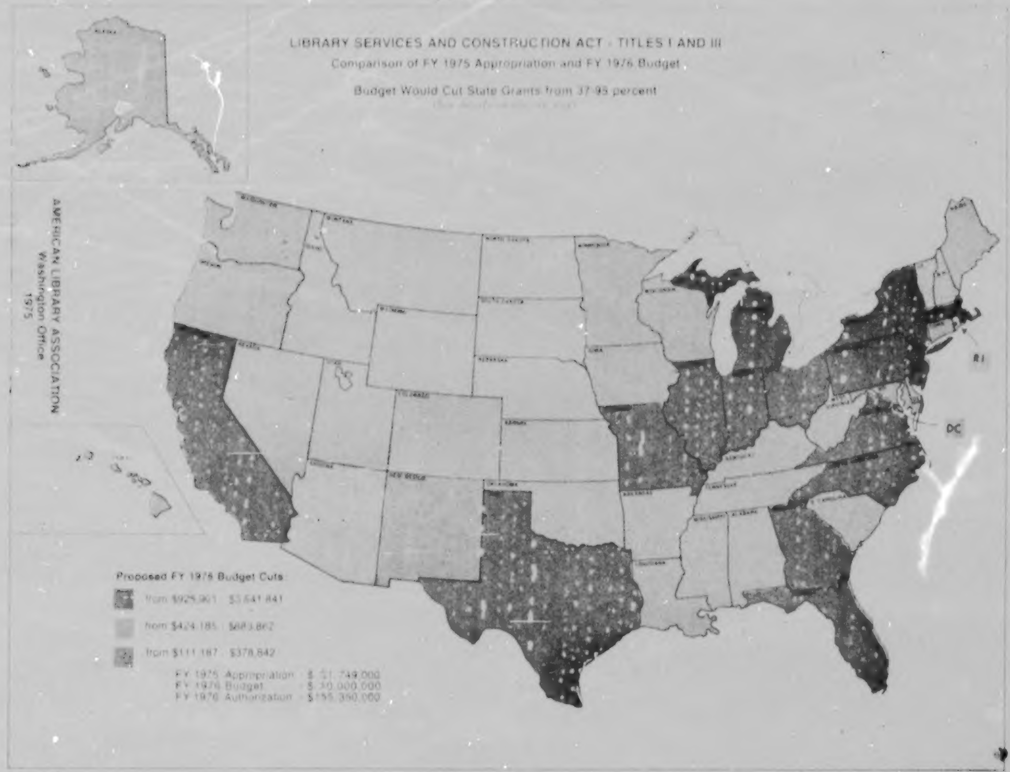
LIBRARY SERVICES AND CONSTRUCTION ACT - TITLES I AND III

Comparison of FY 1975 Appropriation and FY 1976 Budget

Budget Would Cut State Grants from 37-95 percent

[illegible]


RI
DC
Proposed FY 1976 Budget Cuts
from $925,961 - $3,541,841
from $424,185 - $683,862
from $111,187 - $378,842

FY 1975 Appropriation - $ 51,749,000
FY 1976 Budget - $ 10,000,000
FY 1976 Authorization - $155,350,000

AMERICAN LIBRARY ASSOCIATION
Washington Office
1975

LIBRARY SERVICES AND CONSTRUCTION ACT - Titles I and III

Comparison of FY 1975 Appropriations with FY 1976 Budget

State Grants would be cut from $51,749,000 to $10,000,003

	Amount Cut	Percentage Cut
Alabama	$ 701,371	79
Alaska	111,187	37
Arizona	431,161	69
Arkansas	424,185	69
California	1,841,841	95
Colorado	503,675	73
Connecticut	618,024	76
Delaware	155,795	45
District of Columbia	185,352	49
Florida	1,472,411	89
Georgia	915,081	83
Hawaii	204,996	52
Idaho	193,062	50
Illinois	2,102,265	92
Indiana	1,024,299	84
Iowa	576,188	75
Kansas	466,224	71
Kentucky	861,351	78
Louisiana	738,286	78
Maine	241,345	56
Maryland	793,500	81
Massachusetts	1,115,170	85
Michigan	1,713,999	90
Minnesota	764,721	80
Mississippi	475,954	72
Missouri	925,931	83
Montana	184,617	49
Nebraska	332,029	64
Nevada	151,757	44
New Hampshire	196,366	51
New Jersey	1,395,308	88
New Mexico	252,358	57
New York	3,394,281	95
North Carolina	1,023,932	84
North Dakota	167,177	47
Ohio	2,022,775	91
Oklahoma	540,573	74
Oregon	457,963	71
Pennsylvania	2,228,193	92
Rhode Island	228,125	55
South Carolina	550,670	74
South Dakota	175,806	48
Tennessee	802,355	81
Texas	2,221,957	92
Utah	261,719	59
Vermont	130,153	42
Virginia	939,854	83
Washington	680,450	78
West Virginia	378,842	67
Wisconsin	883,862	82
Wyoming	115,410	38

Estimated Grants for Library Services--LSCA Title I
(Note: totals include outlying territories not listed)

	1975 Appropriation	1976 Budget	1976 Recommended Appropriation[1]
TOTALS ...	$49,155,000	$10,000,000	$62,000,000
Alabama	843,067	189,394	1,059,361
Alaska	259,845	189,394	275,396
Arizona	575,938	189,394	642,256
Arkansas	569,047	189,394	679,885
California	3,945,238	189,394	5,178,548
Colorado	647,572	189,394	750,738
Connecticut	758,558	189,394	956,575
Delaware	303,914	189,394	336,759
District of Columbia	333,111	189,394	388,758
Florida	1,604,555	189,394	1,894,048
Georgia	1,073,744	189,394	1,345,154
Hawaii	352,515	189,394	392,103
Idaho	340,728	189,394	377,904
Illinois	2,226,767	189,394	2,973,071
Indiana	1,161,880	189,394	1,495,883
Iowa	719,205	189,394	904,882
Kansas	610,576	189,394	761,170
Kentucky	803,533	189,394	1,003,257
Louisiana	879,337	189,394	1,109,017
Maine	388,423	189,394	447,931
Maryland	938,820	189,394	1,178,686
Massachusetts	1,251,648	189,394	1,619,517
Michigan	1,843,212	189,394	2,414,440
Minnesota	905,451	189,394	1,149.411
Mississippi	620,188	189,394	753,146
Missouri	1,064,676	189,394	1,367,068
Montana	332,385	189,394	373,263
Nebraska	478,009	189,394	570,224
Nevada	299,924	189,394	321,946
New Hampshire	343,992	189,394	384,060
New Jersey	1,528,388	189,394	1,988,543
New Mexico	399,304	189,394	453,504
New York	3,503,108	189,394	4,738,809
North Carolina	1,161,517	189,394	1,468,035
North Dakota	315,157	189,394	354,139
Ohio	2,148,242	189,394	2,857,807
Oklahoma	684,023	189,394	838,565
Oregon	602,415	189,394	721,826
Pennsylvania	2,351,173	189,394	3,142,723
Rhode Island	375,365	189,394	436,967
South Carolina	693,997	189,394	846,365
South Dakota	323,681	189,394	366,239
Tennessee	942,628	189,394	1,179,126
Texas	2,345,007	189,394	2,993,719
Utah	408,552	189,394	464,301
Vermont	284,509	189,394	310,966
Virginia	1,078,459	189,394	1,359,855
Washington	822,212	189,394	1,050.629
West Virginia	524,254	189,394	635,208
Wisconsin	1,023,147	189,394	1,302,328
Wyoming	264,017	189,394	282,942

[1] FY 1976 funding level recommended by American Library Association -- identical to FY 1973 appropriation.

American Library Association-Washington Office — March, 1975

LIBRARY SERVICES AND CONSTRUCTION ACT -- TITLE I

LSCA title I priorities include service to the disadvantaged, the bilingual, the elderly, the handicapped, and other persons who have no access to library service. This vitally-needed federal program has encouraged and enabled States and localities all across the country to undertake many innovative programs that otherwise would not have been initiated. The following are only a few examples:

PENNSYLVANIA - With a growing Spanish-speaking population in the Lebanon community, plans were made in cooperation with the Catholic Church, Lutheran Social Services, and other community organizations to open a reading center with a collection of books in the Spanish language, as well as English, to provide language programs in English and Spanish, to provide a bilingual staff. Although a great many people were interested in the project, it took LSCA matching funds to get it started.

KANSAS - Several regional libraries offer a program called Dial-a-Book, which allows rural residents a toll-free telephone link with their nearest library, thus giving these patrons the same service as city residents. For the farm family, living twenty to thirty miles from any library, the Dial-a-Book program has opened up a whole new world. The farmer is able to obtain current information for his farming operation without waiting until the next time he is at the library. The children may request and receive books to broaden their interests. The busy homemaker finds help for the next lesson she is to give at the club, or for canning the extra produce from the garden. This program would never have come into being without LSCA title I funding.

OHIO - The Youngstown-Mahoning County Cooperative project, an outreach program, would not have been possible without LSCA title I funding. This is a cooperative program between the public library and 73 community and government agencies to provide library service to persons who are homebound, handicapped, disadvantaged, or elderly.

OKLAHOMA - Harmon County in Southwestern Oklahoma had never had library service until LSCA title I funds were granted for a multi-county demonstration in 1973 and 1974. As a result, citizens in Harmon and Jackson Counties voted a 2-mill library tax in the Fall of 1974 to assume local support and assure the library's future.

WISCONSIN -Madison and Dane County residents are finding easier access to specialized social services through the Madison Area Information and Referral Service. Information service staff, located on the main floor of the City-County office building, assist in referring families and individuals with health and social service needs to appropriate public and private agencies. The staff is hired by the Madison Public Library. Costs are shared with an LSCA title I grant supplementing a Wisconsin Information and Referral grant through the State Division on Aging.

CALIFORNIA - LSCA title I funds have enabled the state's San Joaquin Valley Library System to provide services to the migrant worker, labor camps, the isolated areas of Fresno, Madera, Kings, and Tulare Counties, and the cities of Hanford and Tulare. A bookmobile "Biblioteca Ambulante," designed for audiovisual materials as well as books and Spanish-speaking personnel are serving the Spanish-American population. A growing minority of Chicanos, Filipinos, and others of non-English speaking background are reached with materials in Spanish and English. Without federal funds this would not be possible. While this program was originally demonstrating services to the rural disadvantaged it is now turning to serve the urban bilingual and bicultural as well.

American Library Association
Washington Office

March 10, 1975

Estimated Grants for Library Construction--LSCA Title II
(Note: totals include outlying territories not listed)

	1975 Appropriation	1976 Budget	1976 Recommended Appropriation1/
TOTALS ...	-0-	-0-	$50,000,000
Alabama	-0-	-0-	845,122
Alaska	-0-	-0-	169,342
Arizona	-0-	-0-	535,599
Arkansas	-0-	-0-	527,615
California	-0-	-0-	4,439,605
Colorado	-0-	-0-	618,602
Connecticut	-0-	-0-	747,201
Delaware	-0-	-0-	220,405
District of Columbia	-0-	-0-	254,235
Florida	-0-	-0-	1,727,457
Georgia	-0-	-0-	1,112,407
Hawaii	-0-	-0-	276,719
Idaho	-0-	-0-	263,062
Illinois	-0-	-0-	2,448,413
Indiana	-0-	-0-	1,214,529
Iowa	-0-	-0-	701,602
Kansas	-0-	-0-	575,734
Kentucky	-0-	-0-	799,313
Louisiana	-0-	-0-	878,148
Maine	-0-	-0-	318,326
Maryland	-0-	-0-	956,070
Massachusetts	-0-	-0-	1,318,544
Michigan	-0-	-0-	2,003,989
Minnesota	-0-	-0-	917,406
Mississippi	-0-	-0-	586,871
Missouri	-0-	-0-	1,101,900
Montana	-0-	-0-	253,394
Nebraska	-0-	-0-	422,128
Nevada	-0-	-0-	215,782
New Hampshire	-0-	-0-	266,843
New Jersey	-0-	-0-	1,639,202
New Mexico	-0-	-0-	330,934
New York	-0-	-0-	3,927,309
North Carolina	-0-	-0-	1,214,109
North Dakota	-0-	-0-	233,432
Ohio	-0-	-0-	2,357,426
Oklahoma	-0-	-0-	660,838
Oregon	-0-	-0-	566,278
Pennsylvania	-0-	-0-	2,592,563
Rhode Island	-0-	-0-	303,195
South Carolina	-0-	-0-	672,394
South Dakota	-0-	-0-	243,309
Tennessee	-0-	-0-	960,483
Texas	-0-	-0-	2,585,418
Utah	-0-	-0-	341,649
Vermont	-0-	-0-	197,920
Virginia	-0-	-0-	1,117,870
Washington	-0-	-0-	820,957
West Virginia	-0-	-0-	475,720
Wisconsin	-0-	-0-	1,053,780
Wyoming	-0-	-0-	174,177

1/FY 1976 funding level recommended by American Library Association.

American Library Association-Washington Office

March, 1975

SURVEY OF STATE LIBRARY AGENCIES ON LIBRARY CONSTRUCTION

Preliminary Report

The states report that approximately 226 library construction projects could be started by July 1, 1975 (column 1); an additional 224 projects could be underway by January 1, 1976 (column 2); 293 more could start by July 1, 1976 (column 3) if LSCA II is funded in FY 1975. An additional 766 projects are needed over the next 2-3 years (column 4).

	7/1/75	1/1/76	7/1/76	1976-78
TOTAL No. of Projects:	226	224	293	766
Alabama	2			3
Alaska	12	2	5	30
Arizona			2	5
Arkansas		3	2	
California	24	20		
Colorado	1	8	7	36
Connecticut	5	7	16	35
Delaware				
Florida	6	7	6	41
Georgia	2	3	7	27
Hawaii				
Idaho	12	10	5	8
Illinois	1		30	25
Indiana	3	2	5	20
Iowa	15	14	34	
Kansas	1			5
Kentucky	2	4	5	9
Louisiana	9			36
Maine	4	1	1	15
Maryland	2	2	2	11
Massachusetts	1	1	4	60
Michigan	11	16		35
Minnesota	2	5	7	16
Mississippi	22	17	16	42
Missouri	1	2	2	10
Montana		6		
Nebraska	3			12
Nevada	1	1		3
New Hampshire	3		7	15
New Jersey	2	6	20	
New Mexico	1	1	7	25
New York	7	20	23	
North Carolina	4	4	1	15
North Dakota				5
Ohio				
Oklahoma	3	4	5	4
Oregon	3	4	5	5
Pennsylvania	4	4	5	12
Rhode Island	4	2	5	16
South Carolina			1	3
South Dakota	1	2	2	15
Tennessee			1	8
Texas	18	27	15	39
Utah	9		3	22
Vermont	3	3	1	15
Virginia	3	4	4	7
Washington	6	4	13	36
West Virginia	3	3	3	25
Wisconsin	6	3	12	11
Wyoming	4	2	4	4

American Library Association
Washington Office

March 6, 1975

LIBRARY SERVICES AND CONSTRUCTION ACT --TITLE II

A backlog of construction projects has built up since LSCA II has not been funded in FY 1974 or 1975. The States report that if LSCA is funded now, 226 construction projects, with the necessary matching funds available, could be started by July 1, 1975; 224 more by January 1, 1976; and 293 more by July 1, 1976. In addition to all of these, there is a need for at least 766 library construction projects over the next 2-3 years. LSCA II funds are needed now, so that communities may begin to build some of these badly-needed community facilities. A few examples follow:

NEW JERSEY - If sufficient LSCA title II funds are provided in FY 1976, New Jersey estimates that 28 library construction projects could be started, totaling about $22 million. These libraries would serve close to 500,000 persons in the State. The federal share of LSCA II projects in New Jersey can go up to 41 per cent. The remainder is provided from State and local sources

KENTUCKY - If LSCA title II appropriations are available now, two library constructi projects in Boyd and Henderson Counties could be ready by July 1, 1975. Four addition projects in Bourbon, Fayette, Henry, and Hopkins Counties, could be ready by January 1, 1976, and five more by July 1, 1976, in Graves, Knox, Allen, Lee, and McCreary Counties. Other library construction projects are needed in Boyle, Carroll, Greenup, Harlan, Knott, Hardin, Pike, Shelby, and Taylor Counties. In Kentucky, the federal share of LSCA II projects is 50 percent, with the localities providing the matching funds.

PENNSYLVANIA - Six branch library buildings in Philadelphia would be ready to start in FY 1975 if LSCA title II is funded, as would a new local library in Bensalem Township, Bucks County; and new central libraries in Allentown, Lehigh County, and Chester County Exton. Other projects that could be started would be located in Marple Township, Radnor Township, Monroeville, and in Dauphin County, a new branch building of the East Shore Area Public Library. LSCA title II funds needed for these projects: $4,704,000. Local matching funds available: $9,457,000.

WISCONSIN - With $1,250,000 from LSCA title II in FY 1976, the Gilbert M. Simmons Public Library in Kenosha would receive $2,550,000 in matching funds to construct a new 95,000 square-foot facility. Berlin Public Library, Jefferson Public Library, and Kaukauna Public Library could begin new expansion projects with $262,500 from LSCA title II for which the necessary local matching of $785,500 would be available.

MISSISSIPPI - In FY 1976, Mississippi has identified 29 library construction projects that would be ready to go if LSCA title II funds are available. Drew, Yazoo City, Morton, Calhoun City, Poplarville, West Point, New Albany, Southaven, Lake, Pearl, Greenwood, Amory, Vicksburg, Horn Lake, Olive Branch, Quitman, Bassfield, Prentiss, Winona, Biloxi Carrollton-North Carrollton, Vaiden, Belmont, Walnut, Decatur, Woodville, Indianola, Tutwiler, Orange Grove, Jackson, Meadville, Leakesville, Gautier, Louisville, Hattiesburg, Isola, Laurel, and Holly Springs -- a population totaling 472,213 would be served by these libraries. Total LSCA title II funds would come to $7,139,277, with matching funds at $4,792,850.

KANSAS - At the present time, Kansas has only one library with matching funds available a branch library for the Wichita Public Library, with a total cost of $75,000 for which they would request $25,000 from LSCA. However, there are 5 libraries that have expressed an interest in the availability of title II funds. If LSCA II funds were to become available, these libraries would work to get matching funds. All are working toward new headquarters buildings. They are: Junction City, Arkansas City, Parsons, Saint Francis, and Emporia.

American Library Association
Washington Office

March 10, 1975

Estimated Grants for Interlibrary Cooperation--LSCA Title III
(Note: totals include outlying territories not listed)

	1975 Appropriation	1976 Budget	1976 Recommended Appropriation[1]
TOTALS ...	$2,594,000	-0-	$18,200,000
Alabama	47,898	-0-	307,924
Alaska	40,736	-0-	64,933
Arizona	44,617	-0-	196,629
Arkansas	44,532	-0-	193,758
California	85,997	-0-	1,600,395
Colorado	45,497	-0-	226,474
Connecticut	46,860	-0-	272,714
Delaware	41,276	-0-	83,294
District of Columbia	41,635	-0-	95,458
Florida	57,250	-0-	625,186
Georgia	50,731	-0-	404,032
Hawaii	41,873	-0-	103,543
Idaho	41,728	-0-	98,632
Illinois	64,892	-0-	884,420
Indiana	51,813	-0-	440,752
Iowa	46,377	-0-	256,318
Kansas	45,042	-0-	211,060
Kentucky	47,412	-0-	291,453
Louisiana	48,343	-0-	323,035
Maine	42,314	-0-	118,504
Maryland	49,074	-0-	347,818
Massachusetts	52,916	-0-	478,153
Michigan	60,181	-0-	724,619
Minnesota	48,664	-0-	333,915
Mississippi	45,160	-0-	215,065
Missouri	50,619	-0-	400,254
Montana	41,626	-0-	95,156
Nebraska	43,414	-0-	155,828
Nevada	41,227	-0-	81,632
New Hampshire	41,768	-0-	99,992
New Jersey	56,314	-0-	593,452
New Mexico	42,448	-0-	123,037
New York	80,567	-0-	1,416,188
North Carolina	51,809	-0-	440,601
North Dakota	41,414	-0-	87,978
Ohio	63,927	-0-	851,704
Oklahoma	45,944	-0-	241,661
Oregon	44,942	-0-	207,660
Pennsylvania	66,419	-0-	936,253
Rhode Island	42,154	-0-	113,063
South Carolina	46,067	-0-	245,816
South Dakota	41,519	-0-	91,530
Tennessee	49,121	-0-	349,404
Texas	66,344	-0-	933,683
Utah	42,561	-0-	126,890
Vermont	41,038	-0-	75,209
Virginia	50,789	-0-	405,996
Washington	67,642	-0-	299,235
West Virginia	43,982	-0-	175,095
Wisconsin	50,109	-0-	385,084
Wyoming	40,787	-0-	66,671

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[1] FY 1976 funding level recommended by American Library Association

American Library Association-Washington Office

LIBRARY SERVICES AND CONSTRUCTION ACT -- TITLE III

The only federal program specifically designed to encourage interlibrary cooperation, LSCA III has enabled the states and localities to cross jurisdictional lines and to coordinate the services of libraries of all kinds, thus providing greatly improved library service to all. A few examples of the kinds of projects made possible by LSCA title III are provided below:

MASSACHUSETTS - The Lowell Area Council on Interlibrary Networks received a FY 1974 LSCA III grant to utilize the broadcasting facilities of WLTI-FM in Lowell. The programming will be oriented toward increasing community awareness of the information resources available in the greater Lowell area. The local chapter of the National Association of Businessmen is developing consumer-related information to be used on the radio. The Middlesex County Extension of the Massachusetts Department of Agriculture will be contributing agricultural information for release over the station's airwaves. Senior citizens groups and the Merrimack Valley Home Care Center are also participating in the project.

MISSISSIPPI - A city official in a small town (population 6,800) went to his public library for as much material as possible on sanitary landfills. His library is part of a multi-county library system and the request was referred immediately to the system headquarters. The request could not be filled there and since it was an emergency, a call was made to one of the state's reference librarians via the reference telephone teletype system. The same day the desired information was in the mail to the requesting library from the University of Mississippi, Mississippi Research and Development, and the State Board of Health Sanitary Engineering Division. LSCA title III has enabled Mississippi to better use the entire information resources of the State, as the above example illustrates.

PENNSYLVANIA - Pennsylvania benefits from LSCA title III by having exchange of materials among different types of libraries made easy through (1) a van delivery service connecting 150 libraries across the state, (2) having academic and public libraries record the books they purchase in a central computer file so that a library can instantly determine what other libraries own a specific book needed by a library patron, and (3) having access to a union library catalog that lists the complete holdings up to 1974 of over 100 libraries in Pennsylvania. The catalog is being published on microfilm and will be situated at several locations throughout the state.

LOUISIANA - With assistance from LSCA III, in Southeast Louisiana 5 public libraries, 8 academic and 3 special libraries have formed a cooperative library network to make their broad and varied resources available to all the people of the New Orleans area. By means of rapid communication and delivery systems, technical information on various types of phosphates was rushed from the U.S.D.A. Research Library in New Orleans to a chemist at a fertilizer plant in a town 25 miles away. Copies of journal articles were rushed from the Louisiana State University Medical School Library in New Orleans to a farmer 30 miles away whose cattle were suffering from anaplasmosis.

GEORGIA - The Georgia Library Information Network makes information from over 90 public, academic, and special libraries accessible to all citizens in the state. Do you need an answer? Dial your local library. This is your channel to the information network. Any request for materials or information your local library cannot supply will be referred to the network, giving you access to the library resources of the entire state. This is an example of how Georgia has benefited from LSCA title III.

American Library Association
Washington Office

March 10, 1975

LIBRARY SERVICES AND CONSTRUCTION ACT -- ALL TITLES

The program effectiveness of LSCA has been seriously jeopardized in recent years by delayed appropriations, impoundment, rescissions and deferrals, as the following examples from the States illustrate:

MICHIGAN - The delayed, impounded or deferred appropriations of federal funds has caused tremendous hardship in Michigan. Over 31 positions have been lost at the State Library as a result of uncertain federal funding. Any long-range planning for project development and/or implementation has been curtailed numerous times resulting from delays of federal appropriation. Here it is March 1975 and the State has a grant award of only half of the appropriation passed by Congress for LSCA.

PENNSYLVANIA - Delayed funding seriously jeopardizes significant progress made throughout the state in such areas as statewide delivery services, automated cataloging systems, film services, and library development advisory services. Impoundment makes long-range planning impossible. It raises the expectations of the community and ultimately the library user -- only to let them down which further erodes their confidence in government.

IOWA - Delayed appropriations and impoundment have created many problems in the administration of federal programs. Libraries lacking the resources to continue LSCA-assisted programs on their own budget prematurely, are forced to close what might have been a very successful service program. Delivery systems to the handicapped, aging and isolated, suffer the greatest damage due to increased fuel costs, and the lack of stability in funding.

NEW YORK - Projects are dropped or delayed. State planning is impossible. Staff is laid off, and those that remain are plagued with uncertainties. Chaos is created generally. We desperately need assurance of advanced funding for the best and most effective use of federal funds.

WISCONSIN - Delayed availability of appropriations interferes most seriously with the joint state/local planning for LSCA projects. This is particularly characteristic for communities where the local share of project funding is difficult to obtain.

ALABAMA - The primary problem is the inability to pursue a project, planned as a continuing project, without the assurance that funds are forthcoming. Either a project must be dropped or interrupted, or the Agency must proceed with local funding anticipating reimbursement from the federal funds; the latter is unwise and in some cases is not allowable under the law. Some libraries have decreased hours open, some have discontinued or curtailed special service projects.

CALIFORNIA - A project cannot be sustained when the federal fund flow is interrupted causing years of pre-planning to be wasted, staff redirected to other areas of need. When federal funds are withheld, even for a short period, the effect is disastrous in light of the percentage of public funds wasted because of the shut-down and start-up of a project.

KANSAS - Many problems result from delayed funds. Programs are all written and ready to go into operation. Then the delay comes and the program is no longer effective as the situation has changed during the lapse of time. The personnel who wrote the programs many times have left by the time the funds come. New people must be hired, trained and then the programs rewritten. If appropriated funds would come on time, it would prevent this waste of time, people, and money.

American Library Association
Washington Office

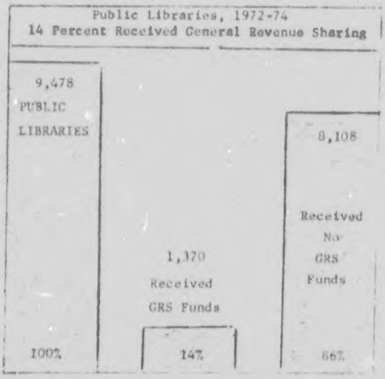
March 10, 1975

GENERAL REVENUE SHARING AND PUBLIC LIBRARIES

Revenue Sharing Dollars for Libraries Some 35,000 units of state and local government reported spending about $82 million of their general revenue sharing dollars on public libraries in 1973-74, according to the U.S. Office of Revenue Sharing. About $6 million of this amount came from the states' revenue sharing entitlements, with 90 percent devoted to capital expenditures. The remaining $76 million represents library-related expenditures by local governments, with 39 percent for capital and 61 percent for operating and maintenance.

What is the impact of general revenue sharing upon library service throughout the nation? The information collected to date by the Office of Revenue Sharing presents no clues.

Number of Libraries Receiving Revenue Sharing In 1974, the American Library Association surveyed the states in an effort to learn how many public libraries were receiving general revenue sharing. The survey showed that 1,370, or approximately 14 percent of the nation's public libraries* had received at least some funds from general revenue sharing. The great majority, some 86 percent of America's public libraries, were not touched by either state or local government general revenue sharing entitlements.


Public Libraries, 1972-74
14 Percent Received General Revenue Sharing

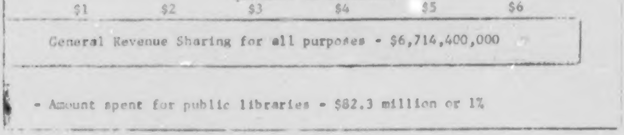
Local Library Support Supplanted? In 1975, the American Library Association surveyed the states again, and this time was able to identify nearly $73 million in general revenue sharing spent on library-related projects. Twenty-eight states estimate that $25.7 million or about 46 percent of their combined state and local library revenue sharing expenditures (which amounted to $56 million) represents "replacement money," that is, federal money used to supplant state or local library support. The remaining states have been unable to provide any information on the degree to which revenue sharing has supplanted state or local support. See the attached state-by-state table which shows the revenue sharing dollars spend for libraries and, where available, the portion of this amount estimated to have replaced library support from state or local sources.

*The total number of public libraries in each state, as reported by the states themselves, is 9,478. In some cases, however, the states provided number of library systems instead of number of individual libraries. Accordingly, the total number of individual libraries, including branches, is somewhat higher.

General Revenue Sharing No Substitute for LSCA There is no question that general revenue sharing has been of assistance to some libraries. While it has been used as "replacement money" for many libraries, it has also provided "new money" for others, enabling them to undertake new projects and services that otherwise might not have been started. But contrary to the policies of the Nixon and Ford administrations, general revenue sharing is clearly not an acceptable substitute for the Library Services and Construction Act, which the U.S. Office of Education wants to phase out.

General Revenue Sharing is dispersed to over 38,000 units of general purpose government for general fiscal assistance. Over all, libraries have received only 1 percent of all general revenue dollars expended to date, the preponderance going to such vital community services as public safety and transportation. Local governing authorities in many instances have informed libraries that what funds they are provided under general revenue sharing are "one time only" funds and libraries should not expect to receive revenue sharing dollars another year.

General Revenue Sharing FY 1974
Amount Spent for All Purposes, and Amount Spent for Libraries
(dollars in billions)



The Library Services and Construction Act (LSCA), on the other hand, is a state-based program, with a designated library administrative agency in charge of coordinated statewide library development. LSCA encourages service to the unserved and interjurisdictional interlibrary cooperation to make the best possible use of all libraries in a given locality, region, or state. In order to participate in any LSCA program, each state must develop a comprehensive 5-year plan based on state priorities, procedures and activities for meeting the library and information needs of all the people. Each state must create a broadly representative state advisory council to assist in developing the plan. Statewide planning and coordination to provide high quality library and information service to all people are primary goals of LSCA.

Attachment: General Revenue Sharing Dollars for Libraries (state table)

American Library Association
Washington Office

March 17, 1975

General Revenue Sharing Dollars for Libraries
with
Portion Used as Replacement for State or Local Library Support[1]

(Dollars in Millions)

STATES	Revenue Sharing	Replacement Amount	Replacement Percent
1 Alabama	$ 455,000	$ Unknown	?
2 Alaska			
3 Arizona	903,792	277,000	30
4 Arkansas	639,986	0	0
5 California	22,802,197	17,410,132	76
6 Colorado			
7 Connecticut	1,173,802	238,000	[illegible]
8 Delaware			
9 District of Columbia			
10 Florida	290,561	Unknown	?
11 Georgia	1,729,000	0	0
12 Hawaii			
13 Idaho	756,641	450,000	59
14 Illinois			
15 Indiana	66,382	16,528	25
16 Iowa	856,279	Unknown	?
17 Kansas	238,792	0	0
18 Kentucky			
19 Louisiana	2,982,311	0	0
20 Maine			
21 Maryland	634,552	87,172	14
22 Massachusetts	4,248,519	1,761,089	41
23 Michigan	1,265,700	Unknown	?
24 Minnesota	2,238,133	Unknown	?
25 Mississippi	6,924,508	63,948	1
26 Missouri			
27 Montana	316,802	43,211	[illegible]
28 Nebraska	136,866	34,216	25
29 Nevada	146,388	88,000	60
30 New Hampshire	288,612	162,987	56
31 New Jersey	1,346,527	800,000	59
32 New Mexico	312,100	Unknown	?
33 New York	10,932,385	Unknown	?
34 North Carolina	2,185,806	913,112	42
35 North Dakota	158,497	0	0
36 Ohio	1,033,681	Unknown	?
37 Oklahoma	630,994	255,765	41
38 Oregon			
39 Pennsylvania	1,068,814	552,265	52
40 Rhode Island	230,372	Unknown	?
41 South Carolina	1,289,087	898,161	70
42 South Dakota	1,915,071	12,283	1
43 Tennessee			
44 Texas			
45 Utah	543,837	Unknown	?
46 Vermont	183,938	108,180	59
47 Virginia	216,693	209,681	97
48 Washington	1,635,037	114,614	7
49 West Virginia	625,000	Unknown	?
50 Wisconsin	1,301,433	1,282,044	99
51 Wyoming	180,500	5,000	3

[1] Preliminary results of a 1975 state survey by the American Library Association Washington Office show that almost $73 million of general revenue sharing funds have been spent for public libraries in 39 states. Twenty-eight states estimate that $25.7 million or 46 percent of their combined state and local library revenue sharing expenditures ($56 million) represents "replacement money," i.e., federal money that supplants state or local library support. Eleven states have been unable to provide data on the degree to which revenue sharing has supplanted state or local library support. The remaining 11 states and D.C. have not responded to the survey. The outlying territories are not eligible for general revenue sharing.

American Library Association
Washington Office

March 1975

Estimated Grants for Libraries and Learning Resources--ESEA Title IV-B
(Note: totals include outlying territories not listed)

	FY 1976 Appropriation for 12 months[1]	FY 1976 Transitional Quarter[2]
TOTALS ...	$137,330,000	$34,332,500
Alabama	2,339,205	584,801
Alaska	250,818	62,704
Arizona	1,424,113	356,028
Arkansas	1,301,669	325,417
California	12,556,971	3,139,243
Colorado	1,608,365	402,091
Connecticut	1,949,787	487,447
Delaware	396,667	99,167
District of Columbia	410,468	102,617
Florida	4,403,497	1,100,874
Georgia	3,144,880	786,219
Hawaii	547,061	136,765
Idaho	543,278	135,819
Illinois	7,112,491	1,778,123
Indiana	3,485,011	871,252
Iowa	1,863,613	465,903
Kansas	1,365,042	341,260
Kentucky	2,150,299	537,575
Louisiana	2,686,649	671,742
Maine	707,173	176,793
Maryland	2,676,362	669,090
Massachusetts	3,606,859	901,715
Michigan	6,186,270	1,546,567
Minnesota	2,659,822	664,955
Mississippi	1,642,403	410,601
Missouri	2,973,213	743,303
Montana	512,205	128,051
Nebraska	986,873	246,718
Nevada	369,743	92,435
New Hampshire	532,849	133,212
New Jersey	4,521,454	1,130,036
New Mexico	828,198	207,049
New York	10,823,688	2,705,922
North Carolina	3,345,702	836,425
North Dakota	436,953	109,238
Ohio	7,044,168	1,761,042
Oklahoma	1,642,470	410,617
Oregon	1,360,213	340,053
Pennsylvania	7,313,595	1,828,399
Rhode Island	591,999	147,999
South Carolina	1,849,041	462,260
South Dakota	475,743	118,936
Tennessee	2,572,743	643,186
Texas	7,801,883	1,950,471
Utah	843,256	210,814
Vermont	326,157	81,539
Virginia	3,081,125	770,281
Washington	2,179,843	544,960
West Virginia	1,129,343	282,336
Wisconsin	3,090,423	772,606
Wyoming	247,648	61,912

1/ Advance funded for 12 months, July 1, 1975-June 30, 1976 (PL 93-554).
2/ One quarter of FY 1976 appropriation ($137,330,000) for July 1-Sept. 30, 1976.

American Library Association
Washington Office

March, 1975

Estimated Grants for Libraries and Learning Resources--ESEA Title IV-B

(Note: totals include outlying territories not listed)

	1977 Budget	1977 Recommended Appropriation[1]
TOTALS ...	$137,330,000	$175,000,000
Alabama	2,340,573	2,982,599
Alaska	246,786	314,479
Arizona	1,382,003	1,761,090
Arkansas	1,288,484	1,641,918
California	12,697,802	16,180,843
Colorado	1,600,214	2,039,156
Connecticut	1,956,106	2,492,670
Delaware	381,869	486,616
District of Columbia	402,651	513,098
Florida	4,455,141	5,677,198
Georgia	3,179,646	4,051,831
Hawaii	545,527	695,167
Idaho	524,745	668,684
Illinois	7,149,007	9,109,998
Indiana	3,480,985	4,435,828
Iowa	1,859,989	2,370,188
Kansas	1,392,394	1,774,330
Kentucky	2,145,741	2,734,323
Louisiana	2,647,107	3,373,214
Maine	675,415	860,682
Maryland	2,693,867	3,432,802
Massachusetts	3,613,470	4,604,654
Michigan	6,143,678	7,828,905
Minnesota	2,634,118	3,356,663
Mississippi	1,615,800	2,059,017
Missouri	2,971,826	3,787,005
Montana	498,768	635,581
Nebraska	981,949	1,251,299
Nevada	358,489	456,824
New Hampshire	514,354	655,442
New Jersey	4,623,995	5,892,369
New Mexico	802,705	1,022,889
New York	11,004,068	14,022,513
North Carolina	3,364,086	4,286,863
North Dakota	433,824	552,822
Ohio	6,977,556	8,891,517
Oklahoma	1,618,398	2,062,328
Oregon	1,363,819	1,737,918
Pennsylvania	7,258,113	9,249,034
Rhode Island	581,896	741,510
South Carolina	1,836,609	2,340,396
South Dakota	459,802	585,926
Tennessee	2,561,381	3,263,974
Texas	7,710,121	9,825,029
Utah	813,096	1,036,129
Vermont	303,937	387,307
Virginia	3,091,322	3,939,280
Washington	2,174,317	2,770,737
West Virginia	1,096,250	1,396,953
Wisconsin	3,060,149	3,899,555
Wyoming	231,200	294,618

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[1] FY 1977 funding level recommended by American Library Association

American Library Association
Washington Office

March, 1975

LIBRARIES AND LEARNING RESOURCES -- ESEA TITLE IV-B

The new ESEA title IV-B provides assistance to the state for library materials, educational equipment, and guidance, counseling and testing. Many needs remain in elementary and secondary schools throughout the nation for improved instruction in basic skills such as reading and writing, and in newer subject areas such as ecology, drug abuse, or career education. The following examples from the states illustrate some of the educational needs that can be met at least in part with assistance from the new ESEA title IV-B:

ALABAMA - Instruction in the arts and humanities is still in the beginning stage, with under 10 percent of the schools having adequate materials for instruction in this area. Instruction in industrial arts is being planned for the first time as something beyond a traditional woodworking program. Materials are needed to back up these developments in the curriculum.

PENNSYLVANIA - Pennsylvania conducted what the U.S. Office of Education has termed an "excellent" equipment and materials needs assessment during FY 1972. The study provided objective evidence that schools lack sufficient instructional aids for classroom use. More than 59 percent of all schools were found to be deficient in equipment, and materials were needed in all subject areas and categories. The total estimated amount needed to provide sufficient laboratory, audiovisual, and other special equipment, and audiovisual and reference materials for Pennsylvania schools to meet standards in the academic subjects is $53.1 million. Needs appear particularly acute in industrial arts, the arts and humanities, mathematics, economics, and reading.

ALASKA - While most Alaskan school districts have made considerable progress in securing instructional materials and equipment, a shortage still exists for several reasons. District enrollments are increasing, equipment and instructional aids and materials wear out and/or become obsolete, and more materials and equipment are needed to support individualized instruction and the open concept in elementary schools.

CALIFORNIA - Reading, science and mathematics are subject areas in need of library materials and educational equipment in California. The state is moving toward meeting each student's special needs through individualized instruction which often requires use of audiovisual materials in addition to books and other printed materials.

KENTUCKY - There still exists a shortage of all types of materials at all levels. Many libraries are still holding out-dated, worn, and inappropriate materials. With the emphasis being placed on new teaching methods and individualization of instruction, more materials, as well as a greater variety of types, are needed.

CONNECTICUT- Teachers involved in projects in oceanography, early childhood education, drug education, and ecology have experienced problems in having quality materials in these areas. Moreover, audiovisual materials are needed as well as books. A recent survey of Connecticut schools showed that 32 percent had no films at all.

MICHIGAN - Elementary schools have great need for high-interest low-vocabulary books to help nonreading students learn to read. Reading and communication need the most strengthening in terms of new library books and audiovisual resources.

ARIZONA - The Douglas Public School District #27 has a very high proportion of Mexican-American pupils. Improvement of reading is a major objective in the District schools. NDEA title III funds were used for extensive remodeling of a former rifle range to create a media center. ESEA title II funds were used to purchase a paperback collection and other print and nonprint materials.

American Library Association
Washington Office

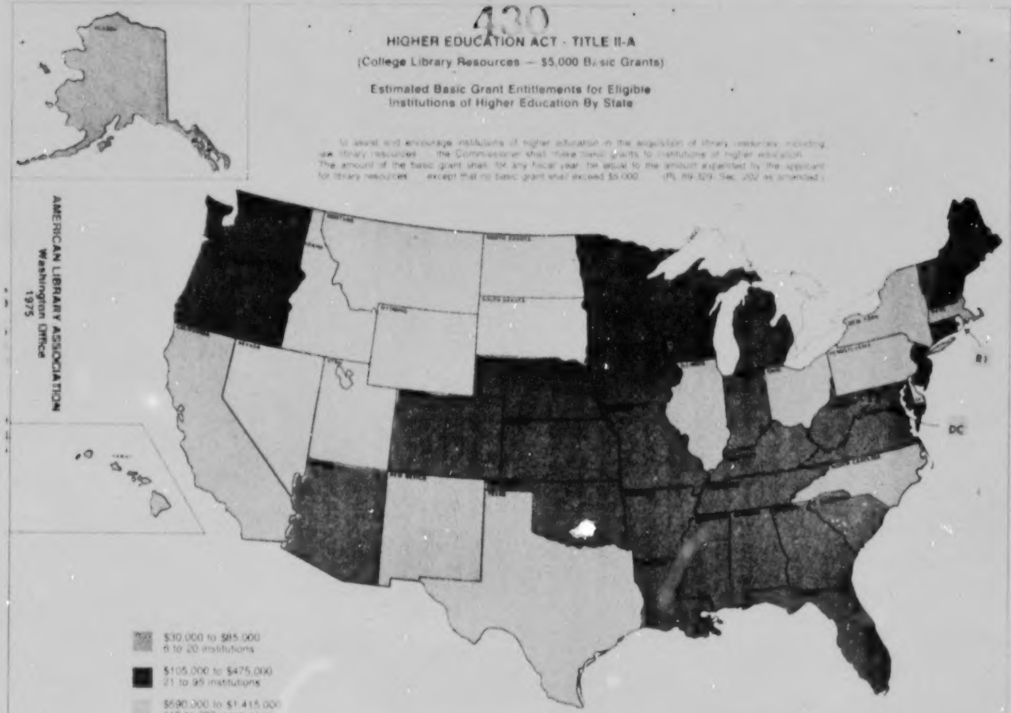
March 1975

HIGHER EDUCATION ACT - TITLE II-A

(College Library Resources — $5,000 Basic Grants)

Estimated Basic Grant Entitlements for Eligible Institutions of Higher Education By State

"... to assist and encourage institutions of higher education in the acquisition of library resources, including law library resources ... the Commissioner shall make basic grants to institutions of higher education. ... The amount of the basic grant shall, for any fiscal year, be equal to the amount expended by the applicant for library resources ... except that no basic grant shall exceed $5,000. ..." (PL 89-329, Sec. 202 as amended.)



▨ $30,000 to $85,000
6 to 20 institutions

■ $105,000 to $475,000
21 to 95 institutions

□ $590,000 to $1,415,000
118 to 283 institutions

AMERICAN LIBRARY ASSOCIATION
Washington Office
1975

HIGHER EDUCATION ACT - Title II-A

Estimated Basic Grant Entitlements for College Library Resources

	Number of Institutions1/	Estimated Entitlement2/	Enrollment1/
Alabama	54	$ 270,000	144,185
Alaska	9	45,000	14,118
Arizona	21	105,000	152,218
Arkansas	27	135,000	56,674
California	243	1,215,000	1,530,178
Colorado	39	195,000	136,469
Connecticut	50	250,000	144,925
Delaware	9	45,000	29,053
District of Columbia	17	85,000	81,421
Florida	72	360,000	308,068
Georgia	66	330,000	155,643
Hawaii	12	60,000	43,861
Idaho	9	45,000	35,712
Illinois	146	730,000	533,249
Indiana	63	315,000	202,624
Iowa	64	320,000	113,719
Kansas	51	255,000	113,240
Kentucky	37	185,000	113,296
Louisiana	30	150,000	140,565
Maine	25	125,000	36,634
Maryland	52	260,000	186,604
Massachusetts	122	610,000	350,759
Michigan	95	475,000	452,570
Minnesota	65	325,000	166,196
Mississippi	45	225,000	86,945
Missouri	79	395,000	200,751
Montana	12	60,000	27,982
Nebraska	29	145,000	67,292
Nevada	6	30,000	24,766
New Hampshire	25	125,000	34,399
New Jersey	63	315,000	274,313
New Mexico	17	85,000	50,666
New York	283	1,415,000	954,471
North Carolina	118	590,000	223,172
North Dakota	15	75,000	28,544
Ohio	133	665,000	408,345
Oklahoma	53	265,000	132,802
Oregon	42	210,000	138,545
Pennsylvania	154	770,000	446,799
Rhode Island	14	70,000	59,436
South Carolina	53	265,000	114,402
South Dakota	17	85,000	26,855
Tennessee	66	330,000	163,887
Texas	144	720,000	548,829
Utah	14	70,000	84,760
Vermont	22	110,000	28,289
Virginia	73	365,000	214,965
Washington	46	230,000	210,013
West Virginia	28	140,000	71,250
Wisconsin	59	295,000	227,235
Wyoming	8	40,000	16,132
TOTALS	2,996	$14,980,000	10,137,065

1/ Based on 1974 Higher Education Statistics, USOE

2/ Educ. Amdts. of 1972 (PL 92-318) mandate a matching basic grant of up to $5,000 for every eligible institution.

HIGHER EDUCATION ACT -- TITLE II-A (COLLEGE LIBRARY RESOURCES)

In these days when every dollar counts, small amounts of money can make the difference between success and failure for a college library struggling to keep up with the needs of students and faculty. Officials in the U.S. Office of Education say the $5,000 grants authorized under Title II-A are too small to do any good. But here is how the directors of eight typical college libraries feel about this vital program:

KENTUCKY - Elizabethtown Community College - "Approximately half of our students are enrolled in career programs and Title II-A funds have made it possible for us to provide current materials for these programs. For example, business management courses have required the purchase of a variety of business periodicals, cassette tapes, filmstrips and slides, as well as books. Without these funds there would be no way with our present budget to continue updating of materials. Furthermore, the development of new programs would be halted."

KANSAS - Washburn University - "It is impossible in a short space to cover adequately the assistance given by Title II to various departments and programs. Title II grants made possible the first purchases of new materials as the curriculum expanded; an example is the new Department of Nursing program. Also, Title II grants made possible additions to existing programs permitting them to adjust their programs to meet community needs. These grants were used to develop new areas in sociology, such as medical and urban anthropology. The Law School library, which was destroyed by a tornado in 1966, has rebuilt its collection largely with Title II grants. This has enabled the libary to acquire materials needed for new legal programs such as environmental law."

PENNSYLVANIA - College Misericordia - "Last year's grant was used to purchase books and audiovisual materials for our American Studies and Black Studies programs. Without this money we would not have been able to buy such things as a $250 set of 190 slides on American prints, painting and contemporary art, Great Documents of the American Indian, President Polk's Correspondence and the eight volumes of Watergate hearings. These works are badly needed now since these two programs are only about three years old and are very popular. If it weren't for the Title II money we would not be able to provide materials for these courses."

IOWA - Southwestern Community College - "The majority of the current year's grant was used for a new vocational program in farm equipment repair .... Most of the grant was used for non-print instructional media and equipment manuals. Eight Veteran-agriculture programs also utilize the same materials for approximately 280 students."

OHIO - Cuyahoga Community College - "Whenever a new course is added to the curriculum there is a need for additional library materials. This has been especially true in certain technical areas, such as x-ray technology, and courses in the Black Studies area. The grant we received in 1973-74 enabled us to augment our holdings in the occupational and career guidance areas, including the establishment of a Careers Center for the library."

ARIZONA - Navajo Community College - "Since we are the largest library on the Navajo Reservation we feel obligated to serve the needs of all Navajos. The most requested material is that on Native Americans, which is available to all from our Moses-Donner Collection of Indian Materials .... [Title II-A] money has proved invaluable in building this collection. Without this money we would not be able to keep current with the latest material in the field and the students and community would suffer."

American Library Association
Washington Office

March 10, 1975

HIGHER EDUCATION ACT - TITLE II-B (Library Research and Demonstration)

One-third of the funds appropriated for Title II-B are to be used for demonstrations to improve library service and library education. Projects supported under this program are not far-out theoretical studies but are common-sense efforts to discover better and more practical ways to help people obtain needed information. Among the programs funded in FY 1974 were these:

ILLINOIS - Chicago Public Library - This demonstration provides specialized library services for Mexican-American residents of Chicago's Pilsen neighborhood. The library has hired a Chicano staff and purchased a mini-van to take library services into the community. In addition to making traditional library services available, the experiment has demonstrated the value of a library sponsoring tutorial programs and providing community seminars on such subjects as nutrition, immigration and workers' rights.

NEW YORK - College Entrance Examination Board - This program updates the old idea that public libraries should be the university of the common man. The project involves educators from the College Entrance Examination Board, twelve public libraries and a state agency in a program to help adults who wish to continue learning even though they have completed their formal education. The three-phase experiment has taught the librarians to guide inquiring grownups to pursue informal studies, has shown the libraries what materials are necessary to maintain this "university without walls" and is now being refined as a model for other libraries to emulate.

COLORADO - University of Denver - A consortium of libraries in 12 mountain and plains states has been designated by NASA as one of the users of the newest communications technology satellite, to be launched next year. The University of Denver experiment will test the practicality of using satellite-relayed television to teach paraprofessional and professional librarians the latest techniques in providing information to library patrons. Programs produced for satellite transmission will be available for other uses and an analysis of costs will be produced.

SOUTH CAROLINA - Old Slave Mart Museum - This project will establish a library in the country's oldest museum of Afro-American history and art, on South Carolina's Sullivan's Island. Under the grant the foundation will identify and catalog a large collection of books and artifacts and will prepare traveling exhibits on Black culture and history for use next year during the bicentennial. The final report of the project is designed as a handbook on available Afro-American cultural materials.

WYOMING - Wind River Education Association - This one-year project will develop library services for Indians on the Wind River Reservation. Based on demonstrations conducted with federal money by the National Indian Education Association in past years, this project will provide a librarian to establish the library and acquire the needed materials as set out in the association's model. The Wind River experiment should test the practicality of producing similar libraries on other Indian reservations across the country.

American Library Association
Washington Office

March 10, 1975

Miss COOKE. Thank you. As you know, the Association is concerned about all types of libraries. Libraries serve uncounted millions of Americans every day, employing for this purpose about a quarter of a million people. Members of this subcommittee have seen articles in the newspapers and reports on television recently about the impact of the recession and on patronage of libraries. Quite simply, many public libraries, especially in the larger cities, are experiencing an upsurge in the number of their adult patrons. This is repeating the experience of the depression era. Now, as then, adults are using the library as a source of information about the job market, as a place where they can get help in sharpening their occupational skills or in acquiring new ones, as a means of passing time constructively and purposefully and as a virtually costless way of maintaining their morale and brightening their outlook to ward off the stultifying and demoralizing effects of week after week without work.

It is the public libraries, of course, that serve the unemployed and others in the community in the ways I have mentioned. The public libraries are aided by your appropriations under the Library Services and Construction Act. The jurisdiction of the subcommittee extends also to school libraries, which are aided under title II, now a part of the new title IV-B, of the Elementary and Secondary Education Act—entitled "Libraries and Learning Resources"; to college and university libraries that are aided under provisions of title II of the Higher Education Act; to the medical libraries for which funds are authorized under the Medical Library Assistance Act; and to the libraries and information services of other kinds that are supported to some extent through other components of the Labor-HEW appropriations legislation. The concern of the Association is for libraries of all types, and the concern and responsibility of this subcommittee is fully as broad. I call your attention to the blue attachment which shows the funding levels for all of these various programs that I have mentioned here.

We want to commiserate with you as well as to thank you for your efforts, particularly this year. We think you have a more complex and difficult year than ever beause we know in trying to gather information for our testimony that it is very discouraging when people say they don't know the facts. There are several factors that cause this: One, the great delay libraries have experienced again this year in awaiting the release of funds for programs so that there is very little opportunity at this stage to summarize what has happened with programs only partially funded in the last year. In fact, despite the rejection by Congress of the administration's proposed library rescissions, I haven't yet seen any official word that the money has been released to libraries. For example, over one-half of the funds appropriated for the public libary program are being held up by the proposed rescission. Again, we thank you for rejecting that rescission. Our problem is to try to give you a picture of where we are now. The new Budget and Impoundment Control Act adds a further complication by changing the fiscal year in 1976, and we wanted to call that to your attention because the administration has requested funds only for a 12-month year in 1976 when what we are talking about appears to be a 15-month year.

So to many of the recommendations we have made, we have attached suggestions for a transitional quarter's funding for the three months between July 1 and September 30, 1976.

Mr. Flood. Did you know the money will be released as of Monday?

Miss Cooke. No, I heard a rumor, but I would like to see it in print before I tell people that the release of funds is official.

Mr. Flood. Well, we have reasonable cause to believe.

Miss Cooke. Good; thank you very much. I will pass that word on. I am greatly relieved.

In any event, we are looking to the fact that there is about a 25-percent reduction in program funding on the basis of the 12-month year that the administration has requested funds, rather than the actual 15-month fiscal year we will have in 1976. Another device that has muddied the water, I might add, is the program under the general revenue-sharing legislation, the State and local Fiscal Assistance Act. The administration witnesses again——

Mr. Flood. Your State?

Miss Cooke. The State and Local Fiscal Assistance Act, general revenue-sharing, I say, has muddied the water in trying to determine what funds libraries are actually getting. I understand that the Office of Education officials are calling this to the attention of Congress again, saying that we don't need the Library Services and Construction Act because revenue sharing is helping to take up the gap there. But we find a very mixed picture, and I have attached a chart to the testimony which helps to clarify it, but we still have many unanswered questions on this.

Generally speaking, we find there are about 14 percent of the libraries that have received some revenue sharing and in large measure the money they have received is supplanting previous effort on the part of the State and local governments. So it doesn't represent any increase in funds. I believe Philadelphia Free Library is a case in point, where they are getting a sizable amount, but it is taking the place of the local dollars they received before, so they are not gaining any. Add to that the inflationary factor, and it means they are going backwards in terms of maintaining up-to-date collections for reference purposes and general service to the public.

But despite all of this, we are heartened with the support of this committee in the past and also the recognition that we have a piece of legislation on the books now that might help us to get a sense of direction for the future; namely, the bill calling for the White House Conference on Library and Information Services. I would like to emphasize we have filed a statement with this committee, urging that there be a supplemental appropriation in fiscal year 1975 to fund that program. We have pointed out that the expenditure of the money would be spread over 4 different fiscal years. However, it is important for it to be appropriated now so that the States and the National Commission on Libraries and Information Science will know that they have it to work with and how they can plan for the States' as well as the national conference.

But for the next year ahead, the States are very enthusiastic and looking forward to some guidance and to really assessing their own needs and involving the citizenry in a national inventory of their resources. There are still several States that do not have any kind of

State support to local library service in terms of outreach into rural areas where the municipalities or townships cannot afford to provide service to citizens. So, this will give us a real national assessment on a State-by-State basis of what the picture is and hopefully encourage citizens to support their libraries better at the local and State levels.

As it is right now, as you know, Congress authorized a new National Center for Educational Statistics, and we are pleased that they are engaged in a library information survey which will be taking place over several years.

In the meantime, we feel that people at the local level know what the needs are and should be made aware of what resources they have and how they might better utilize them.

So again we are pleased at that piece of legislation.

Basically, we pointed out the various figures, and I will run through them for the library services and construction title I we are recommending $62 million. That was the level in fiscal 1973. For title II—public library construction—we are suggesting $50 million is for construction. In the last year that program has not been funded, citing the inflationary multiplier effect. Now, we understand that labor unions are very much interested in employing people and the multiplier effect works as an advantage. So we want to call to your attention there are over 200 LSCA title II projects ready to go. Citizens are trying to get their own dollars together and in many cases have them and within the next year over 700 legitimate projects that have been drawn up in compliance with the Library Services and Construction Act are on the drawing board, but can't make the final reach without the assistance of construction money.

So, we would urge your serious consideration of funding this program in its last year of authorization.

Title III, Interlibrary Cooperation, we call your attention, thinking that it is realistic to give that full funding which is $18.2 million in the light of the fact that the administration is promising $20 million for a new Library Partnership Act, which appears to be aimed at doing exactly the same sort of thing that title III is now doing, but that would be a totally discretionary program, which means it would turn around the whole idea of returning power to the people and bring decisionmaking back to Washington, as the proposal was drawn up last year. I haven't seen the new one, but it is at the discretion of the commissioner; so he would be making the decision how the money should be spent instead of sending it to the States. For the new title IV resources, we are asking for $209 million, taking into account the transitional year so that $34.3 million would be for July through September, at the rate the administration requested for 1976, a quarter of that money, and then in the new year, fiscal 1977, under forward funding, we are requesting $175 million, which would put the school library program and the equipment program at the fiscal year 1973 funding level, and $25 million for guidance and counseling and testing.

For the Higher Education Act, the final major piece of legislation, we are requesting $30 million. You notice the map we have attached to the testimony showing the number of institutions. On the back there is a chart that shows that according to your number of instiutions in your States there are nearly $15 million worth of entitlements as the legislation is written, with each institution eligible for a $5,000 basic grant. Again, the administration has pointed out this program isn't really very useful, but we find the people who are receiving the fund think it is extremely useful. We have attached some comments on this. The $30 million we are suggesting—would break down as follows: $21 million for resources; $9 million for training and demonstration programs.

Again, I want to thank you for this opportunity, and particularly to congratulate you on your expeditious action in getting this education appropriation bill moving ahead of the rest, so the States will receive their money a little earlier this year.

Thank you very much.

Mr. FLOOD. Thank you.

Mr. August W. Steinhilber, Assistant Executive Director, Office of Federal Relations, National School Boards Association.

Mr. STEINHILBER. I have brought with me Mr. Reznick, my legislative specialist.

EDUCATION PROGRAMS

WITNESS

AUGUST W. STEINHILBER, ASSISTANT EXECUTIVE DIRECTOR, OFFICE OF FEDERAL RELATIONS, NATIONAL SCHOOL BOARDS ASSOCIATION

Mr. STEINHILBER. I thank you again for permitting us to appear. I just noticed in my records that this is the seventh straight year I have appeared before this subcommittee, so I wish to have my statement submitted for the record, and I just would like to give some extemporaneous remarks, if I may.

Mr. FLOOD. Yes; without objection, you may do that.

[Mr. Steinhilber's complete statement follows:]

Mr. Chairman, members of the subcommittee, my name is August W. Steinhilber, and I am the assistant executive director for Federal Relations of the National School Boards Association. The National School Boards Association is the only major education organization representing school board members—who are in some areas called school trustees. Throughout the Nation, approximately 80,000 of these individuals are association members. These people, in turn, are responsible for the education of more than 95 percent of all the Nation's public schoolchildren.

Currently marking its 35th year of service, NSBA is a federation of State school boards associations, with direct local school board affiliates, constituted to strengthen local lay control of education and to work for the improvement of education. Most of these school board members are elected public officials. Accordingly, they are politically accountable to their constituents for both educational policy and fiscal management. As lay unsalaried individuals, school board members are in a rather unique position of being able to judge legislative programs, including the adequate funding level of programs, purely from the standpoint of public education, without consideration to their personal professional interest.

Association policy is determined at the NSBA annual convention at which representatives from every geographic region of the Nation translate policies and resolutions into ongoing programs.

For years now, NSBA has championed adequate funding levels for the Federal program. Our 1974 convention was not an exception. Indeed, resolutions to expand the Federal assistance program and to rectify recurring problems in the Federal process dominted the convention agenda.

Forward funding impoundment control

At the outset, Mr. Chairman, the National School Boards Association wishes to commend you and the members of the subcommittee for forward funding fiscal year 1976 programs in last year's appropriations. In this regard, we urge you to continue that practice by forward funding fiscal year 1977 programs.

Furthermore, the subcommittee is to be commended for denying Executive requests to defer or rescind outlays for education appropriations. We support your early efforts to confine the Congressional Budget and Impoundment Control Act of 1974 to its intended economic purposes. Clearly that law should not serve as an instrument of social policy for the Executive to exercise line item vetoes of enacted appropriation measures. In passing, we are concerned that the administration has used the 45-day period in which Congress can approve a rescission request as a means for deferring funds. Although it may not be within the immediate jurisdiction of this subcommittee, we believe that title X of the act would be vastly improved if the time limitation within which Congress must act upon both deferrals and rescissions were made to lapse prior to the commencement of the quarter for which the deferral or rescission is to be implemented. As in the case of forward funding, our concern is that if school systems know how much money they are going to receive before the fact, better planning can be made for the most effective use of the funds.

Overall guidelines: Authorizations, fixed percentage of Federal outlays, inflation factor

Turning to fiscal year 1976 funding, our line-item requests are tied together by three principles. First, the needs of the special children and general education functions addressed by the elementary and secondary programs still exist. Just 5 months ago, President Ford signed Public Law 93-380, an thereby joined Congress in recognizing certain dollar level authorizations of need which are now understated because of inflation. Although current economic realities may preclude the full funding of all these programs, we urge the subcommittee to consider these recent statements of need.

Second, if education programs cannot be funded at maximum levels, Congress, as a minimum, should at least maintain its priority for education. That is, in fiscal year 1973 total Federal outlays were $250 billion, whereas appropriations for Office of Education elementary and secondary programs were $4.225 billion, or 1.68 percent of total outlays. By comparison, Federal outlays for fiscal year 1976 are conservatively estimated to reach $349.4 billion, while the administration's budget request for the elementary and secondary sector (including new programs) is $3.566 billion, or 1.02 percent of total Federal outlays. This proposed decrease in Office of Education spending from 1.68 to 1.02 percent of Federal outlays, while not a precise measure, at least roughly suggests a 39-percent drop in the Federal Government's relative education priority.[1]

By maintaining the Federal education priority at the level of fiscal year 1973, an inflationary precedent would not be set. We are merely urging that the percentage of the Federal budget committed to education should not fall, regardless of what dollar level is selected for overall Government spending.

The question of inflation takes us to our third principle. Not only should the Federal priority for education be maintained, but as a minimum the education appropriations should be adequate enough to provide at least the same level of services which our schoolchildren received in fiscal year 1973. Although future inflation is difficult to project, the compounded effect from July 1972 to July 1975 would be about 34.9 percent (assuming annual inflation rates of 8.8, 12.2, and 10 percent, respectively). Compared to fiscal year 1973, proposed total Federal outlays will increase by about 40 percent, or more than enough to offset a 34.9-percent rate of inflation. But the administration proposed elementary and secondary budget is nearly 16 percent below 1973 actual expenditures, which after adjusting for inflation, will purchase 50 percent fewer services than fiscal year 1973 funding. In terms of last year's appropriation of $4.124, a return to the fiscal year 1973 service level would require an overall increase of $1.576 million (a total of $5.698 billion).

In developing this inflationary offset figure, we note that on a fiscal year 1973 basis the closeness of the 34.9-percent rate of inflation, the 34-percent decrease being proposed in the relative education priority, and the 40-percent proposed increase in overall governmental spending.

Therefore, Mr. Chairman, to the extent that funding for the elementary and secondary programs cannot be increased to the authorized level of need, we urge that the subcommittee consider that a $1.576 billion overall increase over last year's level would be needed to maintain the fiscal year 1973 priority and level of services.

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[1] Although there may be other benchmarks to measure the Federal budgetary priority, the trend is clear. It should be noted that even if proposed tax rebates totaling $30 billion are excluded from the above computation, the administration's budget request would result in a 34-percent decline in the education priority ((3.566÷319.4)÷1.68 percent).

Realistically, we know that Congress will not appropriate an increase of this size. However, within the context of fiscal year 1973, we believe that there is an extraordinarily good case for sharp funding increases this year.

Line item highlights

The National School Boards Association supports increased funding levels for all elementary and secondary programs. The remainder of our statement will highlight a few of these programs, namely ESEA title I, impact aid, bilingual education, education of the handicapped, and the National Institute of Education, not computed into the above analysis.

ESEA title I

Title I of the Elementary and Secondary Education Act, which provides compensatory education programs for disadvantaged children, continues to be one of the Federal Government's wisest education investments. Unfortunately, the administration has yet to express a willingness to increase its fiscal year 1976 budget request beyond the $1.9 billion which was forward funded at the close of the last Congress. At $1.9 billion, title I would suffer a serious attrition of services since that level would be less than 5 percent over the fiscal year 1973 appropriations and less than 2 percent over last year's level.

An inflation-based attrition of services will yield predictable hardships for the children involved. For example, in addition to the academic training which will help disadvantaged children enter tomorrow's work force as productive adults, title I also provides life support services such as health and nutritional care which may not otherwise be available to these youngsters.

Similarly, attrition will work hardships on people employed by this highly labor-intensive program, as well as pose counterproductive economic results for the local communities in which they reside. That is, in addition to laying off teachers, an effective reduction of 8 percent from last year's level will also return thousands of teacher aides to the welfare roles—precisely at a time when both the local and national leaders are desperately seeking to improve the employment situation.

In speaking of local economies, it should be noted that recent amendments to the title I formula will allocate a larger portion of title I funds to wel deserving programs at the State evel and in Puerto Rico. By so doing, in addition to the inflationary impact, the President's fiscal year 1976 budget level of $1.9 billion will result in a reduction of services to 96,000 children, as well as in terminating 32,000 public service positions. In this regard, we hasten to add that the retention of these individuals could not be guaranteed through such programs as the Comprehensive Employment and Training Act, (CETA—title VI), or through general revenue sharing because local school districts are ineligible for direct funding thereunder.

Accordingly, for fiscal year 1976, in addition to the $1.9 billion which has already been appropriated, we are asking for $288 million, or about one-half the increase necessary to restore local title I services to fiscal year 1975 levels. In addition, for the purpose of improving planning and to make a modest return to pre-high-inflation service levels, we urge the subcommittee to continue the practice of forward funding by recommending $2.6 billion for fiscal year 1977.

Impact aid

Unlike other Federal aid to education programs, impact aid is not primarily intended to fund a specific educational need. Rather, it is a program of general aid to compensate school districts for the cost which the Federal business places upon them. Specifically, these costs consist of any combination of the following factors: The burden of educating federally connected children, lost revenues which federally used land takes off the local rolls, and income and sales tax revenues which are lost under the Soldiers and Sailors Relief Act and in commissary privileges.

Last year, Congress recognized that the factual—not the philosophical—basis upon which payments had been made had changed since the program was implemented 25 years ago. After long deliberations and delicate compromises, a comprehensive reform of the program was achieved. For example, payments for the children of so-called b-out of State civilian Federal employees, the administration's most often cited objection with the program will be phased out. At the same time, payments for children residing on low-income public housing units will be mandated precisely at a time when the big cities are concerned about a collapse of services in general and sharp cuts in title I services in particular.

The administration's budget request of $266 million, which is $390 under the fiscal year 1975 level, is proffered in conjunction with an authorizing amendment. In light of the recent reform which Congress developed and President Ford signed into law, both the amendment and proposed funding level are ill timed, as well as unresponsive to the needs which the program serves. Furthermore, the administration's amendment would preserve the old formula, but would only authorize payments to those districts in which impact aid entitlements constitute at least 5 percent of the total school budget. Ironically, that plan would preserve payments for some of those very districts to which the administration was most vehemently opposed.

Mr. Chairman, following the new reform formula, we estimate that an appropriations level of $850 million will be required to insure that the basic program will be funded through tier II, while at the same time permitting the four save harmless provisions to gradually phase out payments to districts which would otherwise be placed into fiscal shock by a sudden implementation of the reform. Although $850 million represents a 29-percent increase over last year's level, it is only 28.5 percent over the fiscal year 1973 level. Placed within the 3-year context of our original comments identifying a 34-percent rate of inflation and a Federal priority for education which has fallen by 39 percent, a $200 million overall increase for this program is justified.

Education of the handicapped

As of last year, there were 7 million children in the United States requiring special education programs—or more than 10 percent of the schoolage population. Although 3 million of these children are receiving some form of special help, over 60 percent are still receiving less than an adequate education. Several years ago, the Rand Corp. estimated that it would cost an additional $3 billion to provide for the cost of properly educationing all handicapped children in the United States.

Recognizing the financial pressure which these high-cost programs place upon local and State budgets, Congress took a major step last year to expand the educational opportunity of these children by authorizing a 1-year $660 million emergency program for fiscal year 1975. In addition, the State plan authorization of appropriations was extended to $100 million in fiscal year 1976 and $110 million in fiscal year 1977, with the expectation of enacting a much larger program later this year.

Although the administration has proposed modest but acceptable increases in the small project grant programs, it is only seeking $50 million of the $100 million authorized for State plan programs. The apparent philosophy underlying this surprisingly low budget request is that the Federal Government should only be involved in assisting the States to build their capacity to provide services. The administration's philosophy would leave the actual general support for maintaining services to State and local governments. We believe that both this philosophy, and the budget request thereunder, are not consistent with the needs of the children involved, the fiscal ability of State and local governments, or the intent of Congress. With respect to the latter, last year's Mathias amendment was not a one time boost, but rather an emergency measure in anticipation that a more comprehensive program would be enacted later this year. Furthermore, this subcommittee specifically rejected an administration rescission propossal to reduce fiscal year 1976 State plan spending authority by $50 million—or to the precise dollar level which the administration is now recommending for fiscal year 1976. Mr. Chairman, the National School Boards Association urges the subcommittee to recommend funding the State plan program at the fully authorized level of $100 million. Because of the lapse of the Mathias amendment, our request is actually $12 million under the total State plan appropriations for fiscal year 1975. In addition, we urge that the fiscal year 1977 appropriations be forward funded to the level of $110 million.

Bilingual education

There are at least 2.5 million schoolchildren who should substantailly benefit from bilingual education programs. Startup costs still constitute the major barrier to satisfying this nationwide need for these services. Last August, Congress addressed this cost problem by extending the overall fiscal year 1976 authorizations to $155 million—including a special provision to meet the high cost of training at least some of the 100,000 needed teachers.

In addition to this need, the U.S. Supreme Court last year in the case of *Lau v. Nichols*, held that under the title VI regulations of the Civil Rights Act, local school districts would have to take those steps which would be necessary to eliminate those language deficiency-related problems that deny these children an effective equal educational opportunity. Hence, the time is upon us to increase the national commitment to these children, rather than to contract previous levels of service.

Turning to the administration's fiscal year 1976 budget request of $70 million, we find that approximately $47 million will be allocated to some 288 projects involving barely 200,000 students. Although $16 million of the $70 million is being proposed for the training of personnel, only about 4,000 of the planned 9,000 jobs will be for teachers.

The budget proposal falls far short of the authorized amount, which, in turn falls short of the actual need. Indeed, the budget request is $14 million under the amount appropriated in fiscal year 1975, and will serve 35,000 less children in 94 fewer projects than it did in fiscal year 1973. Similarly, the budget request would support the training of less than one-half of the total number of teachers who were trained under the fiscal year 1973 appropriations (even though the appropriations in that prehigh-inflation year was only $45 million).

Finally, we hasten to add that many school districts have expressed concern that the program would require them to operate bicultural as distinguished from bilingual programs. However, it is our understanding of the law that this concern has been met in that biculturalism is a matter of local option—hence avoiding the administrative or community problems which would otherwise arise in certain localities.

In short, Mr. Chairman, the National School Boards Association supports the full funding of the bilingual program in fiscal year 1976.

National Institutes of Education

The National School Boards Association has always supported a vigorous role for the National Institute of Education. We recognize that NIE has had problems in getting started, and, frankly, we have been less than enthusiastic about its initial efforts. There are, however, indications that the Institute is now able to respond to the needs of Congress and of educators, and NSBA believes that it is time to provide NIE with an opportunity to demonstrate its potential. In this regard, we are encouraged that NIE has begun to meet these needs by shifting internal priorities toward more dissemination. Accordingly, NSBA supports the President's budget request of $80 million for NIE, with two reservations.

First, NSBA believes that while NIE has started changing its priorities to reflect real needs, it still has not shown a sufficient commitment to the applied research needs of elementary and secondary education. While NSBA recognizes the need for "basic" research, we believe that NIE's proper role is that of an agency supplying our schools with information and innovation that can improve the educational system. Even the most basic research has shown that schools must reach children early in life to have a great impact on individual cognitive and effective development. As a result, we urge that he subcommittee earmark one-third of the NIE appropriation for use at the local school district level.

Second, NSBA is concerned that certain community-based NIE activities could undermine school board governance of education. For example, among the suggested activities were teacher centers for inservice training, and among the possible grantees were professional associations. But NSBA believes that an NIE-supported teacher center operated by a teachers association could seriously interfere with the public duty of local school boards. Local boards are elected to, and are legally responsible for, setting educational policy in the schools; teachers are not. Accordingly, it would be unwise for NIE to encourage teaching practices relating to local educational policy when such practices are unilaterally advanced by a teacher center under the control of contract employees—especially if public schoolchildren are involved in the program. Consequently, NSBA urges that NIE grants not be finalized without the approval of any local school board that might be affected by the grant.

Conclusion

In sum, we are asking the subcommittee, to recommend that (1) State plan programs be forward funded into fiscal year 1977, (2) Administration proposals to rescind (or defer) fiscal year 1976 budgetary authority continue to be denied, (3) $288 million be added to the $1.9 billion for ESEA title I in fiscal year 1976 and $2.6 billion be forward funded into fiscal year 1977, (4) $850 million be appropriated to Public Law 874, (5) $100 million be appropriated for the education of the handicapped basic State plan program (and reasonable sums for related provisions) and $110 million be forward funded in fiscal year 1977, (6) $155 million be appropriated for bilingual education, and (7) $80 be appropriated for the National Institute of Education.

Mr. Chairman, on behalf of the National School Boards Association, I wish to thank you for this opportunity to present our views on the fiscal year 1976 appropriations for Education Division programs.

Mr. STEINHILBER. First, I would like to thank the chairman and members of the committee for once again getting on the forward funding cycle. You have heard our arguments for forward funding for many years. This is just one mechanism that can make us use the moneys that you provide in a more efficient and proper manner so that we, too, can be accountable to you.

We further commend the committee in the way it has stopped the administration in its efforts to use the Budget Control Act on deferrals and rescissions. Your action in recent months particularly has been appreciated. We have had one particular problem with that, and that is that 45-day period that the law speaks to. I realize that act is within the jurisdiction of another committee, but that 45-day period has caused us some particular problems in two respects. One, when the Congress adjourns sine die the 45 days begin to run anew, and therefore we have a long period where we are literally in limbo, and, second of all, the administration has been able to use that 45-day period to bridge quarters and since allocations are based upon quarters, it causes us another concern in that we cannot determine exactly what our appropriations will be for any one particular quarter.

Mr. Chairman, I am going to be using some very large figures in terms of what I think the education budget should be and at first they may appear to be politically naive, but I contend they are soundly based in economics if nothing else.

I think our position that is in our paper indicates that there has been a thrust in terms of authorizing legislation in 93–380. I would also contend that additional funds can be warranted or justified on the basis that if the appropriations that this committee, this particular subcommittee, had applied to education this year, if it were in the same percentage that this subcommittee gave to education in 1973, as compared to the total Federal budget outlays, you would see that we could very well justify a tremendous increase, well over a billion dollar increase in appropriations. Indeed, if we were to look at what has happened in terms of other Government spending and what has happened to education as far as the Federal commitment is concerned, relatively, we have lost 40 percent.

I would also contend that if one takes a look at the question of inflation and compares it to where the appropriations this committee set forth in 1973 were in 1973—that fiscal year as compared to where they are now—we could literally justify an increase of $1½ billion.

Now, I am not that politically naive to contend that we are going to be pushing for a $1½ billion increase in total appropriations for elementary and secondary causes, but nevertheless I bring these figures out just to show that the figures may be large, but they are not unusual if one considers what has happened to the rest of the Federal budget and how it has increased; and we have stayed the same or, if one takes a look at the current requests of the administration, have gone down, or if one takes a look at the whole question of inflation where wages and prices are on the increase, and yet we have stayed practically the same as we were in 1973.

I would like to touch on a few particular program items. We would contend on title I of ESEA, the total dollars for fiscal year 1976 should not be the one point nine suggested but an additional $288 million. I would point out to the committee that we have some very sound evidence that dollars do make a difference. Just within the past 2 weeks, the State of Michigan released a study of compensatory education which showed that we are beginning to make substantial inroads into the problems of the education of the disadvantaged. Yet, if we are very careful in how the money is planned and how we should go about teacher training in developing these programs, it does make a difference; so that the old argument that no matter how much money is put into education, we always ask more, really does not hold up both in terms of facts and in terms of actual development of programs and in terms of absolute concrete results.

I would like to, if I may, digress a little bit from my formal presentation based upon a statement that was made by the previous witness, and that is the general revenue-sharing argument. I have heard already in congressional testimony before a number of committees the argument made by the administration that really there is no additional funds necessary because there is general revenue-sharing money. This argument is fallacious on a number of grounds. First of all, the fiscally independent school district operated by locally elected school boards is ineligible to receive general revenue sharing. The passthrough money that goes to the State and local government can only go to general purpose governments. A school district cannot receive that.

There is a share for the Governor; approximately one-third of all general revenue-sharing money does go to the Governor. He, in turn, can, through the State legislature, distribute that money.

Now, we have calculated of all the general revenue-sharing money, less than 10 percent of it has actually gone, in fact we think it is probably closer to 6 percent, has actually gone for the education of children at the elementary and secondary level regardless of what the Treasury Department has said, and I know they have been bantering about a figure of 60 percent, but I can justify our figure and show how the 60 percent while it is a legitimate figure, one has to take a look at what the 60 percent represents and what they are using in their mathematics.

I make a strong request—turning now to an old friend and discussion we have had more than once—impacted aid. We have heard of it several times. We do have an impact aid reform and that did take place in the law that passed just this last year. I know there are some people who are upset with the reform, but nevertheless we have tried to take into consideration some of the difficulties that school districts have, how some districts are affected more by the Federal presence, and some less; and therefore, we have an entirely new formula which will be going into effect.

Now, we are suggesting that to get through what has now been called tier 1 and tier 2 of funding of that particular program, a total appropriation of $850 million is to be applied directly as the new formula provision and as the hold-harmless provisions apply.

Education for the handicapped unfortnately, the 1-year Mathias amendment ceases to exist, and therefore some of the increases we had in the past year we are not going to maintain, but nevertheless, as far as the State grant programs for handicapped children, we request that $100 million be allocated to that rather than the $50 million which the administration proposes; $100 million is exactly the same figure of the 1975 actual figures after this committee and the Congress rejected the rescission, so we are basically at the same dollar amount although it is above what the administration requested.

There are a number of other items we have in here on bilingual education and some of the other programs, and I think those are sufficient for the record.

I would make one further personal comment, and that is with respect to NIE. Quite frankly, we, along with many other associations, had our problems with the institute in its formative stages, and we think that some very definite advantages in philosophy have taken place, and therefore we are requesting that the President's budget request for $80 million be accepted. We, too, feel, however, that the dissemination function is the most important function here, and while we, I guess, would understand that there are those academicians who look for true research say that pure research may be fine in a theoretical realm, but unless it gets down to us, it is of very little use.

So, therefore, we are making a specific request in our prepared statement with respect to the dissemination function.

Mr. Chairman, once again, I thank you for permitting us to appear, and I would say we have always been happy to appear before this committee, and we have found the staff of the committee to be very helpful to us when we have had particular problems.

Mr. Flood. Thank you very much.

Education Programs

WITNESS

ARTHUR LEE, DIRECTOR, PROJECT BASELINE, NORTHERN ARIZONA UNIVERSITY

Mr. Flood. Mr. Lee is the director of Project Baseline for Northern Arizona University.

[Mr. Lee's complete statement follows:]

Mr. Chairman and members of the subcommittee, I appreciate again this opportunity to bring you my personal report of Project Baseline. We are in the 4th and final year of our contract.

When we undertook this study 3 years ago, it was on the assumption that the States knew more about their vocational education programs than the Federal Government. That assumption was correct. It has become distressingly clear, however, that most of the States have less information than they should have, and much of what they have lacks national uniformity.

Under these circumstances Project Baseline has done four things:

1. We have collected from each State all of the data we were able to get which could be used in a national study.

2. We have compiled most of these data into a series of tables designed to show the annual development being made by vocational education in each State and for the Nation as a whole.

3. We have analyzed the data collected, interpreted the results, and published three comprehensive annual reports and eight special supplementary reports. We will publish one more annual report and possibly one or two special reports at the end of this year.

4. We have examined closely the vocational education and manpower training reporting systems at the national level and within each State, identifying problems and exploring solutions to those problems.

Much of the data presented in the Baseline reports have been nearly identical with the data collected and published by the U.S. Office of Education, but with these differences: (1) Our analyses and interpretations, using the professional competence not only of the Baseline staff but of nationally recognized authorities in the field, have gone far beyond anything else that has been done yet on a national level; (2) additional data not collected by OE, some of which we believe are quite important, have been included; and (3) Baseline data have been presented against a background of descriptive information we have also collected from each of the States which make the statistics more meaningful.

In the case of manpower training information, we have obtained data from the Department of Labor showing trainee enrollments with some of their characteristics as opposed to total numbers served. Department of Labor reports, we feel, do not make a proper distinction We have attempted to relate manpower training expenditures to numbers of persons trained, but the best we could do was to use allocations rather than expenditures.

Manpower training data have been wholly inadequate for our purposes. They have been almost nonexistent in the States, and to a considerable extent at the Federal level, and now under the Comprehensive Employment and Training Act (CETA) the situation is even worse.

As far as vocational education is concerned, the recent GAO report points out that, "Congress has observed repeatedly that information about vocational education is inadequate for the purpose of formulating policy and ascertaining whether current programs are working effectively."

This is still true in spite of considerable improvement during the past 4 or 5 years. In 1971, when we began the Baseline study, not more than a handful of States were experimenting with new automated reporting systems. One or two of them were designed as reasonably complete management information systems. Now at least half of the States have them, and others are moving in that direction. I mention this not to minimize the problems which remain but to suggest that progress is being made.

Unfortunately, one of the findings in the GAO report is still entirely too widespread. "States administering programs authorized under VEA generally gather only that quantitative information required by OE—statewide expenditures and numbers of persons enrolled by level (secondary, post-secondary, adult) and instructional category (agriculture, et cetera)." I don't think it would take a great deal of encouragement in the form of congressional direction and support to get the States to use their capability for more extensive educational data processing, especially in vocational education.

I have often been asked what it is that we need. What does Congress need? What does the National Advisory Council and the Office of Education need? What do the States need? There are any number of ways to answer these questions, which is probably why they are continually being asked.

Project Baseline has given a great deal of attention to this quandary, and we have concluded that there are two ways to arrive at the answer. One is to take all of the questions that can possibly be asked and organize them into a Sears Roebuck catalog of data needs. This, to the extreme regret of many data specialists and researches in the field—including myself—is what the National Center of Educational Statistics seems to be doing in its Common Core of Data.

The other approach is to identify the data actually needed to make sure that States and local school districts are complying with the law, and any additional data which should be available for fiscal and program accountability. Project Baseline has done this in one of its special supplementary reports published this year, "A Data Base for Vocational Education and Manpower Training."

The list itself is not long, but it adds up to a great deal of information.

Here is a summary:

1. All data based on nationally standardized definitions, flexible enough to allow each State to develop its own programs to serve its own vocational education needs, but with enough uniformity that data about students, costs, and instruction mean basically the same things in every State. Project baseline has developed a list of definitions based on some common usage in the States, and this is included in our third annual report. We have asked each of the States to review these and give us their suggestions for improvement.

2. Annual unduplicated enrollment totals for each occupational program by sex, ethnic group, disadvantaged, or handicapped.

3. Completion, placement, and followup information by sex, ethnic group, disadvantaged, or handicapped and by occupational program and cooperative work experience.

4. Labor market demand data in vocational education occupations, and 1- and 5-year projections, by county or other geographic subdivision.

5. Numbers of vocational education teachers, teacher-trainees (preservice and in-service), supervisors, directors, and other personnel (totals, part-time, and full-time equivalent) by category, occupational program, or cluster, level (secondary, postsecondary, adult), and level of qualification (years of work experience, recentness of work experience, educational preparation, years of teaching experience, State certification, and perhaps competency rating in field taught).

6. Current annual expenditures by year of appropriation by category (administration, instruction, guidance and counseling, research and development, curriculum development, teacher education, equipment, and construction), level, occupational program, disadvantaged, handicapped, and cooperative programs; sources of funds used (Federal, State/local); unpaid obligations; and cost per student by occupational program.

7. Local educational agency data from which State reports are compiled to be maintained and available to the U.S. Commissioner at the State level.

Some of the States are now collecting much of this information. The two most difficult categories are followup and cost data. Considerable progress is being made in followup, but painfully little in the information needed about vocational education costs.

The reason is that most schools do not maintain their fiscal records in a way which relates expenditures to instructional programs. The traditional bookkeeping procedures used in educational institutions relate expenditures only to categories such as instructional services, maintenance, capital expenditures, etc. This is changing too, however, with the use of automated record systems, and some congressional direction and support would probably help.

That, Mr. Chairman and members of the subcommittee, is my report on the status of project baseline. I would like to add, however, that in spite of the occasional frustrations, obstacles, and disappointments Northern Arizona University and the baseline staff have encountered in this effort, these have been more than offset by the degree of success we feel we have achieved.

The reluctance with which the Office of Education viewed this project 3 years ago has been replaced by sincere cooperation and solid support. 3 years ago a number of the States accepted the additional work load of our requests for data willingly enough, while others were not happy about it. That situation has improved substantially each year, and today there is not a single State with any apparent reluctance at all to help the baseline project. Many States are not only helping us get the information we ask for but are adding to their own data as a result of our requests.

We also found out quite early that our collection and verifying procedures enabled the States to examine their vocational education data in a variety of relationships, which led to a closer scrutiny of what they were reporting to the Federal Government. Each year a number of States find reporting errors which are then corrected on the Federal reports.

The baseline reports are in national demand and are being used by State agencies in their vocational education planning, by State advisory councils and by State leigslatures. They are used by a large number of college and university faculty and students, by vocational educators, and by researchers.

The House and Senate Education Subcommittees are using them now, as well as additional information we are in a position to supply, in the development of new vocational education legislation. The U.S. Office of Education and the National Advisory Council on Vocational Education have made extensive use of the baseline materials.

The present-baseline contract will have been completed at the end of this year. We have given a great deal of consideration for several months now to the question of what will follow?

In August of last year the National Advisory Council and the U.S. Office of Education assembled a group of nationally known vocational educators, researchers, and authorities from other fields to take a hard look at project baseline. Their report was favorable, and our schedule of activities in the fourth year is based on their recommendations.

The site-visit team had this to say about its own concern over what happens after Baseline:

"Rather than concluding project baseline at the end of the fourth year, we urge USOE to continue this effort at a reasonable cost and to initiate efforts for collecting sampling data of sufficient size for State comparison regarding the consequences of vocational education programs.

"It is recommended that project baseline be allowed to collect, through a national sample, data that would aid in answering 'key questions' for which data cannot now be obtained from States. However, during ensuing years, similar activities should not be limited to data available from States."

The site-visit report concluded with this statement:

"Site team members left Phoenix with one nagging question. After project baseline, what next? Unless the Office of Education plans to devote the resources necessary to continue an annual examination of vocational education in this country, then a powerful influence for the improvemet of vocational education will be lost. The overriding question has to be not whether project baseline continues for the fourth year, but how can the continuance of the data collection and analysis activities be assured beyond the fourth year? Tied to this question has to be a continuing effort to improve the substance, process, and products regarding the status of vocational education."

I have discussed this matter with Commissioner Bell and members of his staff, with the National Advisory Concil staff, and with faculty and administrators at Northern Arizona University. My own conclusion—and I make this as a recommendation to the Appropriations Subcommittee—is in four parts.

1. The work we are doing should go on.
2. Some additional data should be added to what we are now collecting through sampling procedures in each of the States, using the knowledge and experience we have accumulated about the vocational education programs in each State to avoid disconnected new efforts and uncoordinated results.
3. Continuation of the baseline study should be based on multiagency cooperation at both the Federal and State levels, which has been a basic part of our effort since the beginning.
4. It is no longer feasible to include manpower training information in a national study, since the Department of Labor has decided to collect summary data only from CETA contractors. This is regrettable, but while substantial Federal funds are going into these programs their impact on skill training compared with vocational education is very slight.

Mr. Chairman, if the subcommittee agrees with these conclusions I hope you will include some kind of language to that effect in your report on the appropriation for education for fiscal year 1976. Now I will be glad to discuss any of the details or conclusions in my statement about which you have questions, or anything about the baseline study or in our reports this year of interest to members of the subcommittee.

Mr. LEE. Thank you, Mr. Chairman. I appreciate again the opportunity to be here. This is the fourth and final year for project baseline. We undertook this 3 years ago at the request of this committee and the Senate Appropriations Committee in order to get the information you needed, and we are not getting with vocational education and manpower training. We did so on the assumption that the States knew more about their programs than the Federal agencies did and that assumption was correct. We have learned, however, that many of the States do not have the information that they should have about their programs. Under these circumstances, we have done four things. We have collected all of the information that we could that could be used in a national study from each of the States. We have complied most of these data into a series of tables and made analyses and interpretations of the data for each of the States and for the Nation as a whole.

Mr. PATTEN. Is there a chance for us to see a copy of that?

Mr. LEE. The reports or my statement, sir?

Mr. PATTEN. No; I have your statement. I would like to see what that data is.

Mr. LEE. This is one part of the third annual report. We have published two previous reports. We have a second part of the third report which contains the table. This is the narrative portion.

Mr. PATTEN. I would like to glance at that sometime.

Mr. LEE. Yes, sir. We have distributed these widely. They are now being used by the Federal agencies, the education committees of the House and Senate in the preparation of new vocational education legislation by vocational educators, university faculties and students, State agencies, State advisory councils, State legislatures. There is a national use being made of our reports.

We have analyzed the data that we have compiled, as I said, and interpreted the results and altogether we have published three annual comprehensive reports and eight special supplementary reports. We will publish at the end of this year a fourth annual report and possibly one or two special supplementary reports.

We have examined the data that we have collected closely, and we have gone into both the vocational education and the manpower training data, identifying the data themselves, what they mean, and particularly the systems through which these data are collected and identifying problems in the collection of the data by the States and exploring solutions to those problems.

Our analyses and interpretations have gone considerably beyond anything else that has been done on a national scale.

Mr. Chairman, I would like to say as far as manpower training data are concerned, these have been wholly inadequate for our purposes or for any national assessment of the manpower training programs. They are almost nonexistent in the States and to a considerable extent they have been decreasing in the reliability and the extent of the data at the Federal level. Under the new Comprehensive Employment and Training Act the situation is even worse. The Department of Labor, which has the authority under the new Comprehensive Training Act to establish a good information system has chosen not to do so but will rely solely upon summary reports from prime contractors.

As far as vocational education is concerned, there was a recent GAO report which pointed out that Congress has observed repeatedly that information about vocational education is inadequate for formulating policy and determining whether it is working appropriately. I must say this is still true, in spite of considerable improvement during the past 4 or 5 years.

In 1971, when we began the Baseline study, not more than a handful of States were experimenting with new automated reporting systems. One or two were designed as fairly complete management information ssytems. Now, more than half of the States have automated information systems for vocational education, and others are moving in that direction.

I mention this not to minimize the problems that remain but to suggest that progress is being made. Unfortunately, one of the findings in the GAO report is still entirely too true and too widespread, and I quote: "States administering programs authorized under VEA generally gather only that quantitative information required by OE—statewide expenditures and numbers of persons enrolled by level—secondary, postsecondary, adult—and instructional category—agriculture, et cetera." I don't think it would take a great deal of encouragement in the form of congressional direction and support to get the States to use their capability for more extensive educational data processing, especially in vocational education.

Project Baseline has given a great deal of attention to the question of use. What are the data needs of Congress, the Office of Education, the Advisory Council, the vocational educators. There are all kinds of ways that answers could be given to these questions. One is to take all the questions that could possibly be asked and organize them into a Sears, Roebuck catalog of data needs, and this, to the extreme regret of many data specialists and researchers in the field, including myself, is what the National Center of Educational Statistics seems to be doing in its common core of data. The other approach is to identify the data needed to make sure the States and local school districts are complying with the law and any additional data which should be available for fiscal year and program accountability. Project Baseline has done this. We published our results of this investigation in a special report this year "A Data Base for Vocational Education and Manpower Training."

The list itself is not long, but it adds up to a great deal of information. I would like to say about half of the data that are really needed are now being collected by the Office of Education. Probably about a fourth in addition to the half are being collected by most of the States for their own purposes, and the rest is being collected by very few if any of the States.

The two most difficult categories in the vocational education data being collected are followup and cost data. There is considerable progress being made in followup, but painfully little in the information we need about vocational education costs. The reason is that most of the schools do not maintain their fiscal records in a way which relates expenditures to instructional programs. The traditional bookkeeping procedures used in educational instruction relate expenditures only to categories such as instructional services, maintenance, capital expenditures, and so forth. Now this situation is changing with the use of automated recordkeeping systems. And again, I think some congressional direction and support to encourage this development in the local school would help.

That, Mr. Chairman and members of the subcommittee, is my report on the status of Project Baseline. I would like to add, however, in spite of the occasional frustrations, obstacles and disappointments that northern Arizona and the baseline staff have encountered in this effort, these have been far more than offset by the degree of success we feel has been achieved.

I would like to say that when we began there was a considerable reluctance on the part of the Office of Education to have this study conducted by an outside agency, and that reluctance has been completely replaced by sincere cooperation and solid support. Three years ago, a number of the States accepted the additional workload at our request for data required. They accepted them willingly enough while others were not happy about it. That situation has improved, and substantially each year. Today, there is not a single State with any apparent reluctance at all to help the baseline project. Many States are not only helping us get the information we asked for, but are adding to their own data and their data systems as a result of our working with them.

We also found out quite early that our collection and certifying procedures enabled the States to examine their vocational education data in a variety of relationships which led to a closer scrutiny of what they were reporting to the Federal Government. Each year, a number of States find reporting errors which are then corrected on the Federal reports. The present baseline contract will have been completed at the end of this year. I should say March 31, 1976. We have given a great deal of consideration for several months to the question of what will follow. In August of last year, the National Advisory Council on Vocational Education and the U.S. Office of Education asssembled a group of nationally known vocational educators, researchers, and authorities from other fields to take a hard look at Project Baseline. Their report was favorable and our schedule of activities in the 4 years is based on their recommendations.

The site-visit team had this to say about its own concern over what happens after Baseline:

> Rather than concluding Project Baseline at the end of the fourth year, we urge USOE to continue this effort at a reasonable cost and to initiate efforts for collecting sampling data of sufficient size for State comparison regarding the consequences of vocational education programs.
>
> It is recommended that Project Baseline be allowed to collect, through a national sample, data that would aid in answering "key questions" for which data cannot now be obtained from States. However, during ensuing years, similar activities should not be limited to data available from States.

The site-visit report concluded with this statement:

> Site team members left Phoenix with one nagging question. After Project Baseline, what next? Unless the Office of Education plans to devote the resources necessary to continue an annual examination of vocational education in this country, then a powerful influence for the improvement of vocational education will be lost. The overriding question has to be not whether Project Baseline continues for the fourth year, but how can the continuance of the data collection and analysis activities be assured beyond the fourth year? Tied to this question has to be a continuing effort to improve the substance, process and products regarding the status of vocational education.

I have discussed this matter with Commissioner Bell and members of his staff, with the National Advisory Council staff, and with faculty and administrators at Northern Arizona University. My own conclusion—and I make this as a recommendation to the appropriations subcommittee—is in four parts.

1. The work we are doing should go on.
2. Some additional data should be added to what we are now collecting through sampling procedures in each of the States, using the knowledge and experience we have accumulated about the vocational education programs in each State to avoid disconnected new efforts and uncoordinated results.
3. Continuation of the baseline study should be based on multiagency cooperation at both the Federal and State levels, which has been a basic part of our effort since the beginning.
4. It is no longer feasible to include manpower training information in a national study, since the Department of Labor has decided to collect summary data only from CETA contractors. This is regrettable, but while substantial Federal funds are going into these programs their impact on skill training compared with vocational education is very slight.

Mr. Chairman, if the subcommittee agrees with these conclusions I hope you will include some kind of language to that effect in your report on the appropriation for education for fiscal year 1976. Now I will be glad to discuss any of the details or conclusions in my statement about which you have questions, or anything about the baseline study or in our reports this year of interest to members of the subcommittee.

Mr. Flood. Thank you very much.

Mr. George E. Probst, the executive director of the National Commission for Cooperative Education.

Education Programs

WITNESSES

GEORGE E. PROBST, EXECUTIVE DIRECTOR, NATIONAL COMMISSION FOR COOPERATIVE EDUCATION

RALPH GUTIERREZ, COORDINATOR, COOPERATIVE EDUCATION AND PLACEMENT SERVICES, PASADENA CITY COLLEGE

DR. CALVIN W. STILLMAN, PROFESSOR OF ENVIRONMENTAL RESOURCES AND ACTING DIRECTOR, COOPERATIVE EDUCATION, COOK COLLEGE OF RUTGERS UNIVERSITY, NEW BRUNSWICK, N.J.

Mr. Probst. Congressman Flood and members of the committee, I am an inadequate substitute for Sam Gibbons, who had expected to introduce the speakers, but he is detained in the Budget Committee.

It is my pleasure first to introduce the first of the witnesses in behalf of supporting the continued funding of cooperative education at the current level. I would like to introduce Ralph Gutierrez, coordinator, Cooperative Education and Placement Services, Pasadena City College. Mr. Gutierrez.

Mr. Gutierrez. Mr. Chairman and distinguished members of this committee, it is a pleasure to be here. What I would like to do is give you an idea of the impact that cooperative education has had on the State of California and also the impact that it has had on students in our State. On page 1, you will notice that California has 103, or 10 percent, of the community colleges in the entire country, and the total population of the student body is about one-third of all the student bodies in the country.

This is a vast number and, as I pointed out in my figures, the student earned income from cooperative education and the work experience is far in excess of the moneys that have been granted by the State-Federal partnership and the granting of seed money to develop cooperative education in the State.

Now, another point I would like to point out is the cost effectiveness of the program. The cost effectiveness more than outweighs any of the defects in the program, especially at the community college level in the State of California, and there are many, many other areas that I can point out. One of the important facts is student retention. We have done research at our institution and have found that students enrolled in academic programs have a retention rate of from 65 to 70 percent; however, while they are enrolled in cooperative education, we find that their retention rate is between 75 and 90 percent. Now this is very important for several reasons.

One, it is a program that has meaning and relevancy for a student. First of all, it helps a student in several ways. It helps a student with their own self-esteem; it helps them earn money to offset their educational expense and the good part about it is that through cooperative work experience a student goes out into the world as a boy and returns as a man, and if it is a young lady, she goes out into the world as a young lady and returns as a woman because the experiences gained by these students is phenomenal.

You take, for example, a student who will go to work at any organization or company, and there they have 10 instructors versus that one instructor in the classroom, so with the experience gained in the adult world, there is no way that the program can actually fail. It is a program that is designed not to fail, but a program that is designed to help a student and relevancy to the student and the beautiful part is it helps integrate the theoretical and the practical applications of a student's growth. I would like to tell you a little about the program at Pasadena City College. It is a large institution, 20,000 students, and we have approximately 2,500 students enrolled in cooperative education. But the beauty of this program is that we deal with a large segment of a minority community that has very little voice back here, the Chicano community in the California area, and when we see the transformation of a student who has very little direction and now the student comes back and has an idea of what they would like to do, this is a very interesting phenomenon, especially with Chicano students.

There is very little success orientation in their home and I, as a director, being from that ethnic background, feel empathy for them in helping them reestablish a positive direction in the world of work and the world of education, and I think that is important.

To sum up, I would like to thank this committee especially the chairman, for the positive direction that has been given to this program. The present funds are $10.7 million. However, the administration feels that the fund should be reduced. Now, if the funds are reduced, the impact may not be as great in the future as it has been, and what I would like to do is thank you for the $10.7 million and hope that we can retain that amount of money so we can continue doing the work that we have been doing.

Mr. Chairman, thank you; distinguished members, thank you.

Mr. PROBST. Mr. Chairman, it is my privilege to introduce Dr. Calvin Stillman, professor of environmental resources and acting director, cooperative education, Cook College of Rutgers University.

Dr. STILLMAN. Mr. Chairman, it is a particular pleasure for a professional teacher to be here. It is something I can boast to the students about and tell them I took part in the tradition of American democracy.

It is a privilege to be here to tell you what I think of the Federal legislative program entitled "Cooperative Education Program, Title IV-D, Higher Education Act, as amended, 1972." I am particularly pleased to see Congressman Patten here, for without his efforts this program would not exist.

We are at the opposite extreme from Mr. Gutierrez in Pasadena City College. Ours is the pioneer program of cooperative education in the State University of New Jersey. We have our first students in their jobs this semester. We have only 11. I have identified the students and their jobs in the appendix to this statement.

I congratulate all of you, as an economist and life-long educator, for the wisdom and the judgment of using Federal funds to stimulate the idea, the principle of cooperative education in institutions of higher education generally across the Nation. It never would have happened without the Federal stimulus. I think the stimulus was much aided by the able staff of the Office of Education. Universities, colleges, and community colleges do not by themselves change readily. They tend to have institutional goals and values.

My interest is in the students and what matters to a student, how a student actually learns.

Through the seed money that the Office of Education has distributed in recent years, whereas 10 years ago we had only 80 institutions of higher learning across the country with the programs, now we have over 800 nationally up to and including Harvard University. Thirty-five of these are in Congressman Patten's State of New Jersey. You gentlemen are bringing relevance to higher education and our undergraduates will thank you.

I have known hundreds of undergraduates in my years as a college teacher. This year about 150 students have come in and asked to participate in the program, and I have had long talks with many of them.

We have all read in the paper that today's students are not like the ones of the 1960's; they are serious and want jobs and want to get ahead in the world, but in my experience talking to students this year, it has been less reported that students are very confused. They don't know where they themselves fit into their world. They are questioning basic assumptions, their own personal orientations and their career choices, motivations, values, and the ethics they should live by.

It seems to me the great value of cooperative education in enabling students to discover themselves, their own resources, and how their personalities relate to the larger world. It is a way to leave school honorably for a while, with the advice and support of their undergraduate program, take a real responsible job in a business firm, a Government agency, in a school or as an aide to a professional person to see what it really is like to be the kind of person that does the job, to be a person in his own stead.

The college experience has tensions, competitions; it is a special world, but the college world is never a real world. There is competition; there is difficulty; there is work in the real world, but it is a different kind, of a different sort than the college world. It is only the real world that the college prepares students for. We don't want to prepare perpetual graduate students and faculty members.

When a student comes back from a work experience, it is with a firmer notion of what college means to him and of himself. It is this emotional development of the work experience that to me is all-important. It is an educational experience.

For the student who knows what he will concentrate in, what will be his field of expertise, the work experience is a leg up in the world, so he can put on the employment record that he has had 6 months in a factory or certain skill which is a tremendous value, and, of course, the money the student earns is of no small consideration in helping him pay his way through college.

But in my book it is the emotional meaning, the total educational value of cooperative education that matters most. For the first 60 years cooperative education was called work study. Then with the coming of Federal financial aid programs, the term work study became allocated to financial aid proper, for students working their way through college. This is too bad, and it is too bad that the word "vocational" has slipped into disrepute. The value of vocational education to me is the emotional satisfaction of a hands-on experience, direct contact with reality. It is not a trap; it is not a relegation of an individual to a lower lifestyle from now on. The meaning of vocational, the meaning of actual work experience, I think, should be elevated to the highest levels of respect in the educational world.

Edward Cole, who retired last September 1, as president of General Motors Corp., testified before the House Committee on Higher Education May 15 last year that cooperative education "could well be the major breakthrough of the 1970's for students, for faculty involvement and for employers." He had been a graduate of the cooperative education program himself. He went on to say:

> Cooperative education is responsible. It is accountable. Its performance has facilitated rather than impeded educational purposes. Clearly on the basis of what it has already contributed and achieved in the field of higher education, cooperative education is one of our best bargains in return of money spent. It is ready and capable of a new era of expansion and service to the nation.

I would like to add a personal note. Students have come to me since we started this program and say, "Professor Stillman, can you get me a job?" These students desperately need help. Eighty-five percent of our students are operating on their own earnings, on scholarships, student loans, or some combination of these. Talking to the students, getting to know them—they drop in again and again—I find their real problem is self-doubt. They are not sure of themselves. They are dubious about their personal chances for success. This comes up particularly keenly when I mention the corporations and businesses in northern New Jersey that have offered jobs for my students. I have six banks who have offered to take on students as management trainees, but not a single one of my students has chosen to work in a bank. In fact, if I may digress for a moment——

Mr. FLOOD. I am afraid not. We are way off schedule.

Dr. STILLMAN. May I close up, then?

Mr. FLOOD. Yes.

Dr. STILLMAN. I urge you, gentlemen, in closing, when you are home talking to your constituents, looks up cooperative students, your places, and look up the students who have come to your district from other places, and ask these cooperative education students what they think about cooperative education. They are your best possible sources of information.

Thank you very much.

Mr. FLOOD. Thank you very much.

Mrs. Margaret McNamara and Dr. Nelson, Reading Is Fundamental, the Smithsonian Institution.

EDUCATION PROGRAMS

WITNESSES

MRS. MARGARET McNAMARA, READING IS FUNDAMENTAL, SMITHSONIAN INSTITUTION

DR. NELSON, READING IS FUNDAMENTAL, SMITHSONIAN INSTITUTION

Mrs. McNAMARA. Mr. Chairman and members of the committee, I am honored this morning to be able to make a statement to the members of your committee and for the opportunity of telling you about a program that has been working toward helping solve a national problem, children who cannot read and are not reading.

May I first introduce Mrs. Bebe Maze, who is one of our program chairmen, for Reading Is Fundamental.

Obviously, the problem, as you all know, is that 43 percent of all elementary schoolchildren are in critical need of help with reading and 20 percent cannot keep abreast of their age group in school because they are unable to read. Millions of youngsters with average ability read far below their own level of potential.

How then, are they to live in our increasingly complex technological world? How is the country to continue to develop when 18½ million Americans, age 16 and over, cannot read a want ad?—as reported by a Harris Poll in 1970. Educators as well as business and industry are acutely ware of this situation. Congress has reflected its concern by appropriating almost $0.5 billion over these next 4 fiscal years for Federal assistance in improving reading skills and combating illiteracy.

The Federal Government has 12 major programs with reading components. But in spite of these efforts, no educational method has yet met with widespread or continuous success. However, educators are finding that many excellent methods of teaching do get results if the child is motivated. They know, too, that motivation cannot be imposed, that it must develop freely in a child.

Motivation is the missing ingredient, both at home and in school. Reading Is Fundamental supplies this vital ingredient and the necessary parent involvement to reinforce the child's educational development.

There has arisen in the last 20 or 30 years a need to change and make the tools for reading—books—available to all children of America. It is appalling to find such statistics as 11 States do not necessarily require textbooks or workbooks to be provided by the schools. Of course the burden of this falls on the poor. It is appalling to find that in many areas there are no places available for parents to find or buy inexpensive paperback books for their young children to be read to them. As a matter of fact, inexpensive books for the young children of our country, particularly those in isolated or in poverty-stricken areas, have not been readily available.

What is Reading Is Fundamental? (known as RIF)—and to you gentlemen that also means something else—but to Reading Is Fundamental, not reduction in force, it means reading should be fun, and it is a national nonprofit, tax-exempt organizaton designed to motivate children to read, and its goals are:

> To demonstrate that books—in the home as well as in the classroom—are essential to a child, and that books should be available to all children to own, borrow and buy.
>
> To educate the American public to the fact that at the present time this is not the case and to show through our programs the exciting and cohesive force produced when educators and communities, parents and children, organize their resources and efforts to produce a more literate society.

The program is unique in that it stimulates the interest of children in books by letting them choose from a wide variety of attractive, inexpensive paperback books that interest them, and by letting them keep the books as their own.

In many cases, RIF books that youngsters take home are the very first they have ever owned, for the children served are poor—from the inner city, on Indian reservations, in Puerto Rican and Chicano "barrios," in Appalachia's hollows, in remote rural areas and among migrant workers. Most of them come from homes where there are no books, where no one reads for reference, or for learning, or for simple enjoyment. It is one thing to know how to read and another to widen horizons through reading many books.

The local programs with their thousands of volunteers and many local organizations are self-sustaining, using private and Federal program funding.

Mr. Flood. May I interrupt you?

Is Dr. Nelson going to say something?

Dr. Nelson. I am just present.

Mrs. McNamara. I am sorry; I assumed you knew he was here. He sat down with us.

Mr. Flood. All right.

Dr. Nelson. I am delighted to be here.

Mrs. McNamara. I should have introduced Dr. Nelson. I assumed you knew him. I am sorry, Mr. Chairman, but I did introduce Mrs. Maze as one of our program chairmen.

Mr. Flood. You are the only one testifying?

Mrs. McNamara. Yes; I am timing myself, too.

Mr. Flood. So am I.

Mrs. McNamara. In many cases to be able to explain this program is a difficult one, and I think for the committee, if you don't understand what we are talking about, my statement is of no value because I think it is difficult to explain what reading is fundamental is as a motivational program.

RIF'S RECORD

Over 2 million children have received 5 million paperback books since 1966, and 344 RIF programs are now operating in 46 States—including Alaska and Hawaii—locally operated and funded through either private sources, or the use of moneys for books from federally funded supplementary programs, and we are happy to say, Mr. Chairman, that there are 12 active projects in Pennsylvania. Congressman Casey, there are 30 in Texas. Congressman Roybal, who was just here, there are 22 active programs in his area. Congressman Natcher, there are seven active programs in Kentucky, very exciting ones.

We have many thousands of volunteers who spend many hours—most of those include teachers and parents—in the volunteer area. Both schools and public library circulations have increased markedly. Teachers report children are reading more and exchanging books, and parents are active and involved in the programs themselves. This is not any lady bountiful program. It is a serious one that comes from the grassroots level.

Over 7,000 parents and community leaders have been mobilized to implement RIF programs—representing over 10,000 volunteer hours. Teachers report children are reading more, exchanging books with their friends, and building home libraries. Both school and public library circulations have increased markedly where RIF operates. Parents are actively involved in RIF programs and are buying for their children, reading to them, reading themselves.

As exciting as reaching children, an equally essential ingredient is the expanding of the RIF audience to involve the parents of the children who are receiving the books. The by-products of parent involvement are greater interest in, and ability to cope with, the educational needs of their children. In making books and reading a natural part of a child's daily experience—by allowing the child to bring his or her own books home—RIF has found that entire families are stimulated to read, enjoy, and own books.

Teachers are most enthusiastic to have supplementary materials and many language arts teachers are using them in creating interest in play activity—puppetry, art, poetry, and writing.

WHY RIF SUCCEEDS

The child is motivated to read through the magic of free choice, pride of ownership of books, and their retention in the home. Many people say why should we give these books to these children. That is not the case. The question is that a youngster on the sixth grade level, reading on a second grade level, is not going to buy a book or get to a library because he is ashamed. He wants to be able to go by and be a captive audience; that is the way it is working.

Mr. FLOOD. That bell means more than one thing.

Mrs. MCNAMARA. I know what it means. It means I don't have my last page read.

Mr. FLOOD. You can insert that. It will all go in the record, you know.

Thank you very much.

[The balance of Mrs. McNamara's statement follows.]

Active parent involvement is a basic requirement of all RIF programs. RIF helps to strengthen the home, school, and community relationships.

There are hundreds of cases where a parent comes to the school for the very first time in order to participate in the RIF program.

DESCRIPTION OF VARIOUS RIF PROJECTS

Distribution of paperback books in schools.—The children freely choose their own books and retain them in their homes. The program is done in depth, and each child receives five books per year. For many of them, these RIF books are the only things they own. Parents, teachers, and volunteers supervise these programs.

Paperback libraries in classrooms.—For reading during the school day and at home, the children are permitted to keep the books at the end of the year.

Library incentive programs.—A free book is given for every eight books read. Children reading more than 32 books are presented a gift library of 10 books at their schools' awards ceremonies.

Summer programs in neighborhood parks.—An RIF bookmobile circulates books on a lending basis, supplemented with free book distributions.

Rural programs.—RIF's bookmobile units visit rural areas, distributes books, and involves parents in program implementation.

Distributions at day care, pre-school and community centers.—RIF works with these centers to develop programs around RIF books.

Seeding church youth libraries.—Paperbacks are provided to encourage starting of church youth libraries.

Community book fairs.—Books fairs are held each year in RIF communities for the sale of books at discounted prices.

Books for health clinics, social service centers and juvenile courts.—Parents are encouraged to take home their children's favorite books.

Reading break programs in secondary schools.—Secondary schools are assisted in developing reading break or sustained silent reading programs in which RIF books are available in class to be read during a special reading period each day.

NATIONAL RIF'S PROGRAMS AND SERVICES

National RIF is the nerve center of all RIF activity initiated and carried out throughout the country. It oversees the network of RIF projects through a great variety of program and service activities. It is targeted toward the area of early childhood education with primary concern for the children in the inner city, in hollows of Appalachia, in "barrios", on Indian reservations and in remote rural areas.

From the national office, RIF's activities include the following:

Serves as a clearinghouse for all information and requests for RIF programs from all over the United States.

Provides consultation and materials for projects through two program directors at the national office and two regional directors.

Provides field services—training seminars and regional cluster meetings for personnel, parents and volunteers involved in developing active programs. This is an important multiplying factor.

Advises on activities to local RIF committees to insure the cooperation of volunteers, with school and library personnel and with community groups and agencies in the implementation of programs.

Mobilizes support and sponsorship of RIF projects by national organizations such as American Association of University Women, Urban League, Junior League, Jaycees, American National Red Cross, Church Women United, Black Business & Professional Women, Business & Professional Women, Exchange Club, Federation of Women's Clubs, Kiwanis, Rotary Club, Concerned Black Parents, Inc., National Council of Jewish Women, National Council of Negro Women, Service League, Soroptimist, and many others.

Prepares materials, which include a handbook on how to organize and maintain quality RIF programs. Separate modules of this handbook cover—how to organize; how to order and distribute books; how to involve the community; how to evaluate.

Organizes public education programs through ratio, television, films, exhibits, and brochures.

Conducts ongoing research on new paperback children's literature and reading motivation. Books range from preschool through 10th grade reading levels.

Prepares a book selection guide with an annotated paperback list, with special attention to grade and interest level, including books pertinent to black, Indian, and bilingual children. A new book guide is being published in May—prepared by reading experts from the field of education and endorsed by a board of educators, librarians, teachers, and parents. These books range from fun and puzzle books to the classics, science, career, fiction, and history. They are the best of the paperbacks. The book ordering is done by the local program committees.

Maintains records and reports and a data collection system for ongoing evaluation.

Provides information service to local projects on legislation and Federal funding.

Publishes a newsletter quarterly.

Assists in identifying funding sources for local RIF projects in addition to raising all the funds to maintain a national office that provides these services.

THE INCREASING PUBLIC DEMAND FOR NATIONAL RIF'S SERVICES

The tremendous public demand for national RIF's programs and services is most vividly illustrated by the rising volume of requests for assistance in starting RIF projects and the continuous increases in the number of RIF projects. In calendar year 1973 there were 12,800 requests for information about starting RIF programs and in calendar year 1974 there were over 20,000 requests.

FUTURE PROGRAM PROJECTIONS

Statistics on the growing number of RIF projects show a similar pattern. At the end of fiscal year 1970–71 there were 18 projects. At the conclusion of the 1971–72 fiscal year there were 55. In June of 1973 the number had risen to 128. At the end of March 1974, RIF's active and developing projects totaled 209 in 46 States. We now have 344 projects. At the present rate of growth, RIF projects will be serving a minimum of 700 communities throughout the United States by 1977.

ENDORSEMENTS [1]

RIF's program has been endorsed by the present Secretary of the Department of Health, Education, and Welfare, the Honorable Caspar W. Weinberger; the present U.S. Commissioner of Education, Dr. Terrell H. Bell, and his four predecessors; the American Library

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[1] Endorsements attached.

Association; and many other nationally distinguished organizations and leaders in all walks of life.

RIF's individual programs are being endorsed and adopted by school systems in communities throughout the country. Last year, the New York City Board of Education initiated RIF programs for 50,000 children in 100 schools.

THE NEED FOR FEDERAL SUPPORT OF READING IS FUNDAMENTAL

RIF will celebrate its 10th year in 1976. It has proven itself and grown from one pilot project program in Washington, D.C., to 10 model programs throughout the country in widely diverse areas and subsequently to our present number of 344 in 46 States.

The program development and services of the national office have been supported these last 10 years by foundations, corporations, and individuals. Up to the present time, these national services have not received any funding from the Department of Health, Education, and Welfare or the Office of Education.

We believe that the Federal Government should share with us the financial responsibility for carrying out an important educational mandate which supplements and complements what the Federal Government is doing to help to finance the education of our children. We are totally engaged in helping to solve a public problem of enormous significance.

We, therefore, respectfully request that this committee consider authorizing an initial annual appropriation of $600,000 to national Reading Is Fundamental. We believe that this is a modest request in view of the fact that we are initiating, planning and serving at the present time 2 million children and their families in 46 States and at our present rate of growth, we will be serving 5 million children and their families by 1977.

To quote—Ralph Waldo Emerson:

> In the highest civilization the book is still the highest delight. He who has once known its satisfactions is provided with a resource against calamity.

Thank you.

Endorsements

C. Douglas Dillon, former Secretary of the Treasury: "It should come as no surprise that when a child is motivated to read, he moves quickly into the world of books. With the knowledge and information gained by reading the child prepares himself for the mainstream of life. RIF is a superb motivational program, and I heartily support it."

Henry Ford II, chairman of the board, Ford Motor Co.: "Literacy is essential for productive employment in modern industry. I believe that Reading Is Fundamental is an effective way to get children reading at an early age. This innovative program can be of real help in producing the level of literacy that industry needs to perform efficiently and job seekers must have to find rewarding work."

Walter A. Haas, Jr., chairman of the board, Levi Strauss & Co.: "I sincerely support RIF as, in addition to motivating children to read, it often provides the first opportunity for a youngster to own a book of his very own. I feel that one of RIF's special qualities is the program's ability to generate local community interest and involvement; it is not imposed from on high. Recently I became aware of a group of individuals from Knoxville, Tenn., who launched their own fund drive to insure that RIF was initiated in their community and we were pleased to assist with this most worthwhile program."

James F. Henry, president, the Edna McConnell Clark Foundation: "Our foundation targets are highly concentrated. One of them is to help children. We have given support to Reading Is Fundamental because we believe it is working most effectively in one of the most difficult priority areas—motivating children to enjoy books and to read. From our research it is clear that we need a backup to our educational system. RIF has been a highly effective and sound backup."

Vernon E. Jordan, Jr., executive director, National Urban League; We are proud indeed that one of RIF's most successful programs is cosponsored by the Urban League in Pittsburgh. One of the first in the country, Pittsburgh RIF can show real results, especially in the fact that children and their parents are now buying books.

Seymour P. Lachman, president, Board of Education of the city of New York: For many years those concerned with the education of children have sought ways of turning young people on to reading. From what I know about Reading Is Fundamental, I think that a new way has been found to do it. I am delighted to see RIF beginning in a big way in New York City this year. We look forward to seeing RIF become a citywide effort to motivate children to enjoy reading.

S. P. Marland, Jr., president, College Entrance Examination Board; The Reading Is Fundamental program has become in a few short years an institution of great importance in the United States. Bringing together the resources of dedicated volunteers, teachers, publishers and the business community, RIF is addressing the enormous issues surrounding the teaching of reading in our schools. The gentle and nonthreatening yet persuasive stimulation of young readers is the mode of RIF. There remains a large gap still between what is and what might be in the reading competencies of many of our children. This program makes the assumption quite properly that reading is a joyful activity, and that children do indeed want to read. RIF whets their appetites for everincreasing enjoyment and knowledge.

C. Peter McColough, chairman, Xerox Corp.: Our interests are communitywide, and one of the most important aspects of Reading Is Fundamental, apart from the very basic fact that it is motivating children to read, is RIF's role as a community catalyst. RIF brings together educators, businessmen, civic worker, and parents who work together to benefit children.

J. Irwin Miller, chairman, Cummins Engine Co., Inc.: Business has learned that it must be involved in public affairs in the community where it operates. Reading Is Fundamental represents one of the best corporate public-affairs activities I have seen, motivating workers who are concerned about their own children, getting business into the business of community service.

Charles B. Thornton, chairman of the board, Litton Industries, Inc.: The statistic that 21 million Americans over 16 cannot read a want ad is shocking. We know, too, that we cannot force a child to learn to read. But we also know that we can persuade him by making reading attractive, making it fun. At least we know it now that Reading Is Fundamental is in operation in 43 States and proving the point every day. Motivation is the clue, and RIF has found the way to do it.

Casper Weinberger, Secretary of U.S. Department of Health, Education, and Welfare; Some children have language or perceptual problems, but we have learned that if a child doesn't read, it is more than likely that he never gave it a fair chance. And very likely, because he has no books of his own. Reading Is Fundamental is remedying this need in a unique way, and it is motivating not only children to read but also their parents to follow suit. It is a powerful program and I should like to see it grow throughout our country.

Mrs. McNamara. Yes. May I just add one tiny thing, and that is to quote Ralph Waldo Emerson, "In the highest civilization the book is still the highest delight. He who has once known its satisfaction is provided with a resource against calamity."

Thank you, Mr. Chairman.

Mr. Flood. Emerson is good, too.

Mrs. McNamara. I know Shakespeare is better.

Mr. Flood. So I have heard.

We have the privilege of having with us Representative John Y. McCollister, of the great State of Nebraska, who will introduce Dr. Richard Triplett, who is the superintendent of Bellevue School District, in Bellevue, Nebr.

Mr. McCollister. Thank you, Mr. Chairman.

WITNESSES

HON. JOHN Y. McCOLLISTER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEBRASKA

WAYNE M. PAXSON, ASSOCIATE SUPERINTENDENT, BELLEVUE SCHOOL DISTRICT, BELLEVUE, NEBR.

Mr. McCOLLISTER. Dr. Triplett is not with us this morning. He has an emergency in his family, and in his place appears Dr. Wayne Paxson, the associate superintendent, and Mr. Roy Bennett, who is the assistant superintendent for fiscal affairs of the Bellevue School District.

Very quickly, Bellevue is the home of the Strategic Air Command and approximately 80 percent——

Mr. FLOOD. I know it very well.

Mr. McCOLLISTER. About 80 percent of the students in the Bellevue School System are impacted as a consequence of SAC. About half of the 80 percent—or 40 percent—are A's and about half are B's. You can understand quickly how totally dependent the Bellevue School District is on the whole question of impact aid.

These gentlemen have, I think, a very persuasive story to tell you, and I am grateful to the subcommittee for their attention to these gentlemen.

Mr. FLOOD. I have known that spot a long time. All right.

Mr. PAXSON. We do have a statement, Mr. Congressman.

I am Wayne Paxson, associate superintendent of schools at Bellevue, and, as Congressman McCollister said, we are a federally connected school system.

The superintendent, who planned to be here, is also chairman of the National Council of Federally Impacted School Districts, an organization of highly impacted school districts. These are primarily the districts which Battelle, in its study, identified as being prisoners of the Federal Government. The degree of dependence upon Public Law 874 by these districts is so high that Battelle proposed that they be handled separately in the program—a recommendation which has never been followed by the Congress.

As an example of a highly impacted district, I would like to use my own district which, with 10,500 pupils enrolled, is the third largest of the 297 K–12 school districts in Nebraska.

Of any five pupils chosen at random at Bellevue, four will be dependents of those employed at Offutt Air Force Base or at SAC. Two of these four will live in onbase housing, the other two will reside in private housing. The parents of all four will have the privilege of sales tax-free shopping on base, licensing their automobiles and mobile homes in their State of residence and paying their State income tax to their home State. The place of employment of the parents of the four federally connected pupils and the personal property located there is not subject to local taxes.

The fifth student will have parents who are not connected with the Federal installation.

The net result is that the school district has the lowest tax base of any of the other 297 K–12 school districts in Nebraska, a local mill levy at least double the average of the State and an expenditure per pupil about 80 percent of the average. This is typical of highly impacted districts throughout the Nation. Highly impacted districts which serve military installations are not the so-called wealthy districts that have been so strongly condemned for receiving Public Law 874 funds. I would point out that nowhere in the authorization language is wealth of a district mentioned as a criterion for eligibility.

I would like to address myself to the education appropriation for fiscal year 1976 as it pertains to assistance to federally impacted schools. This program of assistance, established in Public Law 81-874, was modified and extended by passage of the Education Amendments Act of 1974.

By its actions, in passing the original authorization law in the 81st session, and in passing the Education Amendments Act of 1974, the Congress recognized this need and made a commitment to federally impacted schools and the children they serve.

The congressional commitment should be fulfilled by an appropriation which is sufficient to fully fund all of the provisions of the present authorization law. This law is not a social program but is designed to be funded on a formula basis as a replacement for lost taxing ability and should be treated differently from the rest of the educational programs.

It has been a number of years since Congress fully funded impact aid, although it did so during the first 18 years of the program. The result is that many impacted schools, especially those which are heavily impacted, have not been able to maintain educational programs for children which are comparable to those in districts where tax valuations and revenues are not affected by Federal impaction.

It is also especially important that the Congress appropriate funds for fiscal year 1976 under provisions of the authorization law and not by the mechanics recommended in the administration's budget proposal. This recommendation—which the administration contends would reduce Federal assistance to schools where it is alleged there is less need—would seriously affect the fiscal stability or solvency of schools which are heavily dependent upon Federal assistance. Nowhere in the administration's proposal is there the slightest indication that the funds would be allocated to those districts with greatest need. In fact, the term "need" is not even defined.

Whereas, in the Education Amendment's Act of 1974, those States with strong equalization programs, which in effect define need, are allowed to take into account the Public Law 874 payments; thus reducing the State payment; which, in turn, diverts some portion of the Public Law 874 funds to the State as a replacement for the lost taxing ability of the State. This is a good law, a fair law, and when compared with the maze of other Federal eduactional legislation stands out as a shining light of economy and efficiency of administration.

I would like to point out the inequities that occur when sharp reductions are made in Public Law 874 funding. Let's look at the five pupils again: first, the one pupil who is not federally connected, second, the two pupils who are federally connected but live off-base, the "b" category, and third, the remaining two pupils who live on-base, the "a" category.

When sharp reductions in Public Law 874 occur, the district may reduce its staff, increase the local tax levy, or it may do both in order to compensate for the lack of funds. If it chooses to raise the local tax levy, who pays for the increase? The answer is: The non-federally connected family, the commercial property owners, and the two "b" families. No effect is felt by the "a" families who make up 40 percent of our school patrons. Thus, if and when the proposed income tax rebate becomes a reality, the non-federally connected family and the "b" families will immediately allocate the rebate to payment of increased school taxes. The "a" families may find other uses for it. As a result, the pressures for increased on-base housing to escape local taxes will be exerted upon the military establishment. If accomplished, this will bring in more federally connected pupils for whom inadequate funding will be provided, both for operations and construction. If additional on-base housing is not provided, the pressure will then be made to increase the housing allowance for the "b" families. These kinds of inequities result from prorated appropriations.

The administration's recommendation would reduce our operating revenue by $852,000 less than our entitlement under current authorization in the coming school year. To make up such a loss in revenue, we would have to eliminate 85 teaching positions or levy an average of more than $200 in additional property taxes on every home in the Bellevue School District.

Our entitlement for 1975-76 under the current legislation should be approximately $4,126,600. This represents about 40 percent of our total operating budget.

If Congress funds the present authorization law only through the first tier, our district will lose $867,300 of our entitlement. If the appropriation is sufficient to fund only through the first and second tier, our district will lose $470,430. Thus, funding only through the first tier has about the same effect on our district as would the adoption of the administration's proposal.

These amounts may not seem large in a day when debate usually focuses upon billions of dollars. But in the Bellevue School District, $800,000 or $470,430 are tremendous amounts when subtracted from a $10.5 million budget that is already far below the average of the State and of comparable districts.

Due to inflationary increases, we are planning to reduce the staff for next year regardless of the level of funding for Public Law 874. Further reductions caused by prorated Public Law 874 funding or adoption of some form of the administration's proposal could cause a financial crisis similar to that of several years ago when our district closed for several days until a supplemental appropriation was made.

On another matter, it is important that Congress increase the appropriation for Public Law 81-815. Our district has not received construction funds for several years because the Public Law 815 appropriation has been insufficient to fund our applications, even though we have approximately 2,000 "unhoused" Federal pupils which qualify under approved applications. The opening this year of an additional 150 Capehart housing units in the Bellevue School District will further complicate our efforts to provide classroom space for Federal students.

Last year, the Congress increased the Public Law 815 appropriation by $1 million. At the time, the Senate subcommittee's report acknowledged that the appropriation was insufficient. The report said, and I quote: "The committee urges the Department (of HEW) to consider an increased request for Public Law 815 funds so that more funds can be used to fund those school districts which primarily serve military installations. Many of these districts have had applications pending before the Office of Education for several years. Appropriations in recent years have not been sufficient to reach their applications. This has placed severe financial pressures on the school construction programs of these districts. Therefore, the committee intends that a special effort be made to assist these hard-pressed districts." The administration's request for this program is also wholly unrealistic.

I hope the Congress follows through on this intention to resolve a growing school construction problem in many impacted districts. There already has been such a delay in funding applications that inflation has seriously reduced the amount of construction that can be accomplished with the funds.

Again, I urge the Congress to recognize the need for full funding of Public Law 874 and increased funding for Public Law 815.

Thank you.

Mr. FLOOD. Thank you very much.

Mr. PAXSON. Thank you.

Mr. FLOOD. I am glad you came.

Now we have the Honorable Teno Roncalio, Member of the House from the great State of Wyoming.

Mr. RONCALIO. Thank you, Mr. Chairman.

EDUCATION PROGRAMS

WITNESS

HON. TENO RONCALIO, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF WYOMING

Mr. RONCALIO. I appreciate an opportunity to appear before you on behalf of my State and its 360,000 worried people. I have a statement, and I would like to ask consent, if possible, to just submit it for the record.

Mr. FLOOD. Without objection, that will be done.

[The complete statement of Hon. Teno Roncalio follows:]

Mr. Chairman, I appear before you today to respectfully request your consideration of several items in HEW's fiscal year 1976 budget requests for the Office of Education, which directly affect my State of Wyoming. I am especially concerned with five major categories of the education budget, they are: elementary and secondary education funds; Indian education funds; occupational, vocational and adult education funds; higher education funds; and finally, library resources.

In the area of elementary and secondary education funding, I would like to address my remarks to three items of the budget which are of major importance to the State of Wyoming. I cannot overemphasize the drastic effect that the revised changes in State allotment of educational funds brought about by Public Law 93-380, will have on Wyoming and other less-populated States. The House Subcommittee on Elementary, Secondary and Vocational Education is presently working on legislation which will correct the inequities involved in the adoption of the consolidated programs found in title IV of the Educational Amendments of 1974. Because fiscal year 1976 funds have already been appropriated, the subcommittee's legislation will not become effective until fiscal year 1977. This leaves the less-populated States with major cutbacks in educational program funding for fiscal year 1976. In an effort to avert a loss of over a quarter of a million dollars ($267,629,000, to be exact) in educational programs for the State of Wyoming, I ask that you approve a point of order for a hold harmless amendment to Public Law 93-380, in your appropriations bill, providing that each State will receive no less than the amount of funds received for each program in the fiscal year ending

June 30, 1974. Mr. Chairman, it is of the utmost importance that some type of emergency action be taken to insure that the educational programs of these States will not be left without the adequate funding necessary to carry out their activities in fiscal year 1976.

I am distressed to see that the education administration did not request funding for the environmental education programs. For the past 2 years I have had the privilege and good fortune to observe and participate in the highly successful energy and us program now being conducted in Wyoming high schools. While looking over the report of an energy and us program conducted by Wyoming high school students in 1974, I was most impressed with the comprehensive and very professional work of these students and became certain of the fact that funds for environmental education are being put to good use in the State of Wyoming. I ask that these funds be reinstated into the budget request for the Office of Education. It is most important that our youth come to have an awareness of and concern for the environment which they will shape in the years to come. They must be prepared to protect the State of Wyoming as it faces massive strip-mining operations, rapid and erratic community development, and other exploitive measures which come with energy resource development.

The third item under elementary and secondary education funding which I am most anxious to see funded in the full amount requested is the follow through program. This program is of tremendous value to Wyoming educators, where the work being conducted under this program is giving lower-income children between the ages of 5 and 8, a solid basis for a sound and meaningful education. I ask that you approve the modest request of $41½ million for the follow through program for fiscal year 1976. This figure is down by $5 million from the fiscal year 1975 appropriation, and yet, the program expects an increase in grant applications in fiscal year 1976.

Serious consideration must also be given to the budget requests of $42,055,000 for Indian education. The grants made available by these funds provide programs which are addressed to the special educational needs, not only of Indian children, but also of adults, where basic literacy and high school equivalency training are the primary goals.

Under the occupational, vocational, and adult education programs, there are two items of main concern to Wyoming. At present, the Legislative Subcommittee on Education and Labor is considering new authorizing legislation for vocational and rehabilitation programs. Once this legislation has been approved by the Congress, I urge you to approve the budget request for fiscal year 1976, of at least $45,712,000 for these programs. Mr. Chairman, the many diversified programs provided by vocational and rehabilitation funds have given many Wyoming people an opportunity to build a meaningful and productive life, we cannot abandon such programs now in the wake of an economic recession and increasing unemployment rates.

I am pleased to see that an appropriation of $37.5 million is requested for the Teacher Corps program, under the higher education funds of the Office of Education budget. This program has been highly successful on the Wind River Indian Reservation in Wyoming, accomplishing all of the major goals set by the Teacher Corps program. This spring, the University of Wyoming will graduate 23 persons in elementary education, who gained their first interest in higher education and their first experience as teaching interns through the Teachers Corps programs. The program is a viable and worthy one and I encourage you to approve full funding of it.

Another area of concern is the veterans cost of instruction program which has not been included in the Office of Education's budget requests for fiscal year 1976. The administration's justification for phasing out this program is unreasonable. Can we expect the already over-burdened budgets of our institutions of higher learning to maintain the VCIP program, with the same effective and far-reaching results which is manifested when funded by Federal moneys? There are several VCIP directors on community college campuses throughout Wyoming who do not agree with the administration's reasoning. The VCIP is providing much more assistance to veterans than advice on financial matters. Most VCIP programs counsel vets in all aspects of campus living, provide tutorial and remedial aid referral programs, aid disabled veterans in adjusting to campus life, and established the effective outreach program, a community-based action which acquaints veterans with educational opportunities available to them.

Finally, I must take note of the library resources funding for fiscal year 1976. Though the number of library patrons has increased, Federal funding of these services has not. I urge you to approve the $10 million funding level requested for public libraries, and to approve the funding level proposed for public library assistance, once this legislation is approved by Congress. The authorizing legislation now under consideration, is requesting $20 million to support library resources programs, a request that is as realistic as it is necessary to maintain existing library services, and provide for new growth and expansion in the library system.

Mr. Chairman, I thank you and the members of your subcommittee for considering the items which I have brought before you today on behalf of the people of the State of Wyoming.

Mr. Roncalio. There are a half dozen subject matters covered in my testimony that I know you are familiar with, and we need all of them. But I will confine my remarks to the need for the hold-harmless amendment for fiscal year 1976 and some of the problems brought on by Public Law 93–380. The same kind of problems we find in New Mexico and other States with small populations. Representatives of several State departments of education got together the 13th and 14th of February, at Albuquerque, and discussed at length the problems which will be encountered by the small-population States in the loss of Federal funds which developed, apparently, from an oversight in the statutory language of Public Law 93–380, title IV, parts B and C.

These States feel that there is no evidence to indicate it was ever the intent of Congress to make the States sustain these losses. A substitute change in the language of Public Law 93–380 would be needed to correct the problem. These representatives resolved that a technical amendment be enacted which embodies the concept of a floor, below which, funds made available to each State would not drop below the fiscal year 1974 funding level, while the consolidation of educational programs continues.

It could read as follows, and I would suggest it. Section 402(A)(2): The Commissioner shall allot to each State an amount which bears the same ratio to such amount as the number of children aged 5 to 17, inclusive, in the State bears to the number of such children in all the States, provided that each State shall receive no less than that received for each program in the fiscal year ending June 30, 1974.

All that would do, Mr. Chairman, and my colleagues, is to assure that this would result in no State receiving less in fiscal 1976 than they received in 1975. This would serve the purpose of holding things constant until the Education Committee can act to make the technical changes needed. In other words, we would be set up for 1977 under your provisions, but it would insure that fiscal year 1976's budget would not fall under and be a calamity as described by Mr. Robert G. Schrader, State superintendent in Wyoming. He says this would be a tragic and a virtual disaster for Federally funded educational programs in that State. That is my plea to you today, Mr. Chairman.

Mr. Flood. You did very well.

Mr. Roncalio. Well, I hope that we will be able to work with you on the floor with that vote.

Mr. Flood. Thank you very much.

Mr. Roncalio. If I am on the right track, I would be grateful for a smile and a word of assurance, and if not, let me know.

Mr. Flood. When that situation arises, we shall endeavor to deal with it.

Mr. Patten. Mr. Roncalio, you say: "In an effort to avert a loss of over a quarter of a million dollars", but your figure is a quarter of a billion. Which is correct? That is on the first page: $267,000,000 is a quarter of a billion.

Mr. RONCALIO. $267 thousand is a quarter of a million. That happens to be right. "In an effort to avert a loss of over a quarter of a million dollars" is correct, the figure is not. I would change the figure from $267,629,000 to $267,629.00.

Thank you.

Mr. FLOOD. Miss Sara Parsons, of Tennessee City Schools.

EDUCATION PROGRAMS

WITNESS

MISS SARA PARSONS, TENNESSEE CITY SCHOOLS

Miss PARSONS. Thank you. I will be very brief, gentlemen.

Thank you, Congressman Flood, for the privilege of testifying today. It really is a rare occasion when a small southern rural two-school system is represented before this committee, and we do consider it an honor. We think Covington has earned this honor.

Our title III program, which is in its fourth year of operation, has received a great deal of national attention across the Nation, and this attention has been to such a degree it has resulted in replication of our project throughout the country, and this would not have been possible without your appropriations.

Our Federal funding for this, our fourth year, represents a first in the State of Tennessee for demonstration and replication purposes. Our main emphasis this year is to provide assistance to school systems throughout the country desiring to replicate our program.

In the fall of 1972 the project was nationally validated and in 1973 we were the recipient of the Educational Pacesetter Award. The project came about shortly after total desegregation in the area and the reason behind it is simply: our children were not achieving, especially in the areas of communications skills and mathematics. We were scoring consistently low on the sub-test of the standardized achievement test in these two areas. The basis for involvement in our practical arts program is a series of "hands-on" projects for all of our students in the kindergarten through eighth grade. Every child is involved. Throughout the year they are working in areas of woodworking, office machines, ceramics, electronics, sewing, printing, and handicrafts.

The children plan their work before they begin and upon completion of their project, they evaluate, and another dividend of the program is the opportunity for career education world of work. Starting with the kindergarten level we try to incur in our students the value, worth and dignity of having a job. We try to relate the pride that one can have in a chosen profession, and we look at careers realistically in that not everyone can be a great lawyer or a successful Congressman or schoolteacher, but hopefully we all, most of us, can do something and have and maintain pride in doing this; and we start this at the kindergarten level. We feel that education must meet the challenge of today's children in today's society. We are living in an age of future shock and the traditional methods in most areas of the country are not sufficient to meet the needs of all students. We feel that Covington is meeting the challenge of the present. Our practical arts hands-on program has infused the environment with an innovative approach to learning by actively involving every child in the school system.

We are improving communications skills and mathematics skills and giving instructions in career education.

With this declaration of the worth of providing opportunities for children to work with tools, machines, appliances, and various apparatus, we feel that Covington has brought the needs and means together in an innovative way which would not have been possible without your appropriation, and it is necessary to continue appropriations for innovative programs. The ultimate aim should be to provide quality education for all students throughout the country and, as I said so many times, in a lot of areas throughout the country it is not possible without the funds.

I am delighted to report, and I am sure this is what you like to hear, that the Covington City Board of Education has unanimously agreed to carry on our practical arts program when Federal funds cease on June 30. Of course, it will not be to the extent of Federal funding, but it will capitalize on the most positive aspects of the program.

I want to thank you again for allowing me to come, and I want to extend a personal invitation to each of you to come to Covington. One cannot realize the true value and merit of a program like this unless you observe it in action. I hope you all can come to Covington and visit with us.

I did provide you with a copy of our curriculum and education guide. You paid for that, so I thought you should see it.

Mr. FLOOD. Thank you very much.

Now, Dr. Robert Thorndike. He is president of the American Educational Research Association.

Dr. THORNDIKE. Mr. Chairman and gentlemen, I have a prepared statement.

Mr. FLOOD. Yes, we will place that in the record.

[The complete statement of Dr. Robert L. Thorndike follows:]

Mr. Chairman and members of the subcommittee: I am the president of the American Educational Research Association. The 12,000 members of AERA include economists, political scientists, sociologists, psychologists, and historians as well as educators, and constitute the main personnel resource for educational research and development in the United States. I appear as their spokesman in support of the National Institute of Education. However, I would like to mention that last year 15 national educational associations[1] issued a joint statement strongly supporting the National Institute of Education. That statement concluded that "the future of education will be increasingly difficult. We will need the intellectual and financial resources of the National Institute of Education to help chart the way." Thus a broad spectrum of the educational community is vitally interested in the maintenance of an effective and continuing educational R. & D. effort in the Federal Government.

A lack of clear focus and of continuity appears to me to have been one of the serious problems in the Federal R. & D. effort in education in the past. With changing personnel and organizational structures, programs of research have not been carried through to the stages of product development, dissemination, and implementation. Particularly for this reason, the educational research community has sponsored the concept of a National Institute of Education. We were optimistic that NIE would provide the essential elements of stability, continuity, focus, and adequate funding.

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[1] The statement was issued by the following: American Association of Colleges for Teacher Education, American Association of School Administrators, American Council on Education, American Educational Research Association, American Federation of Teachers, American Psychological Association, Association for Supervision and Curriculum Development, Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges, Council of Chief State School Officers, Council on Educational Development and Research, Educational Commission of the States, National Association of Elementary School Principals, National Association of Secondary School Principals, National Education Association, and National School Board Association.

Unfortunately, due to a variety of circumstances, this stability has not been provided to NIE during its initial 3 years. Consequently, NIE has barely had an opportunity to demonstrate its effectiveness as an agency to provide leadership and focus for the educational R. & D. community. It is our hope in AERA and in the educational community that NIE will be funded at a level that will provide both continuity for desirable existing programs and for new initiatives to attack the complex problems in American education. To this end, we support an appropriation of $100 million. Such a level of funding represents less than one-tenth of 1 percent of the national expenditures for education. Certainly, Federal support for educational R. & D. at such a meager level represents a worthwhile investment.

Professor Paul Mort, an early investigator of educational change and innovation, some 40 years ago, arrived at 30 to 40 years as the typical timelag between a psychological discovery and its general implementation in educational practice. Such a finding documents the need for more effective channels to disseminate advances in theory and their implementation for the classroom. But we do have accomplishments. Just recently, for example, the Council for Educational Development and Research (CEDaR) compiled a directory of products produced by its member institutions, the educational laboratories and R. & D. centers. The directory describes 100 products developed, tested, and installed by these institutions in schools throughout the country and lists the more than 3,500 U.S. cities where these products are in use.

In addition to these programmatic results, I would like to take a moment to illustrate some of the contributions of the R. & D. effort to education during the past decade, supported in considerable measure by Federal funding:

1. Detailed analyses of the steps in basic learning of language and number skills, resulting in
   (a) programs for individualized and self-instruction,
   (b) research-tested instructional packages, and
   (c) sequences for computer-assisted instruction.
2. Curricular materials developed by subject-matter experts (as in physical or biological sciences) that have been systematically evaluated in their practical application.
3. Demonstrations of the application of reward and reinforcement schedules to classroom management in such a way as to improve classroom conduct and academic achievement.
4. Development of procedures for microteaching and video feedback to improve the instructional skills of teacher trainees.
5. Assessment procedures tailored to specific and defined objectives of educational programs, permitting a targeted evaluation of the extent to which these objectives are being achieved.
6. Longitudinal studies of educational and work careers that make it possible to provide realistic guidance to young people in their educational and career decisions.
7. Studies in competency-based certification that emerged as the result of growing citizen concern over the gap between the nature and content of existing graduation requirements and the realities of contemporary life that students would have to cope with as adults.

The above represent a few nominations by a single person. Others, who have contact with other aspects of R. & D., would certainly expand the list. However, the significant point is that educational research and development currently affects hundreds of instructional programs, materials, and processes involving millions of students and teachers in the United States.

As in the past, future R. & D. contributions can be expected to lead to gradual improvement, rather than quantum jumps in effectiveness. Until recently it has been difficult to put a dollar value on a better educated public. However, in a study commissioned by Senator Mondale's Select Committee in 1971 the costs to the Nation of an inadequate education were analyzed by Henry Levin. One of the major findings of Professor Levin's research was "the sacrifice in national income from inadequate education among 25–34-year-old males was about $200 billion greater than the investment required to alleviate this condition." In addition, the study determined that welfare expenditures and the costs of crime attributable to inadequae education were approximately $6 billion a year and rising.

I submit, therefore, even a small gain in the effectiveness of the educational enterprise as a result of research and development in a $100 billion annual enterprise would seem well worth the investment.

Thank you for your kind attention. I would be pleased to entertain questions.

ROBERT L. THORNDIKE

Richard March Hoe professor of psychology and education, Teachers College, Columbia University since 1936. Ph. D. (psychology) Columbia University, 1935, M.A. 1932, B.A. Wesleyan University 1931. Current president of the American Educational Research Association; past president of the Psychometric Society and of the Divisions of Educational Psychology and of Measurement and Evaluation of the American Psychological Association. In addition to being a member of APA and AERA, is a member of the American Statistical Association, the Psychometric Society, the American Association for the Advancement of Science, the National Academy of Education, Phi Beta Kappa, Sigma Xi. Listed in Who's Who in America and Who's Who in American Education. Major publications are Educational Measurement, 2d ed. (editor), Washington, D.C.: American Council on Education, 1971; Measurement and Evaluation in Psychology and Education (with E. P. Hagen), New York: John Wiley, 3d ed., 1969; 10,000 Careers (with E. P. Hagen), New York: John Wiley, 1955; Lorge-Thorndike Intelligence Tests (with I. Lorge and E. P. Hagen) Boston: Houghton-Mifflin, 1964; Concepts of Over- and Under-Achievement. New York: Teachers College Press, 1963.

Dr. THORNDIKE. Mr. Chairman, I come in behalf of the American Educational Research Association, which is the primary reservoir of educational researchers in the United States to speak in behalf both of educational research in general and of the National Institute of Education in particular.

Mr. FLOOD. We know them. Yes.

Dr. THORNDIKE. Educational research is a somewhat intangible thing, but I have here a book which describes 100 products of the research and development dissemination enterprise in the past 10 years or so, which I would be glad to leave with you if you care to have it.

Mr. FLOOD. Yes.

Dr. THORNDIKE. It describes some of the outcomes, perhaps like the one you have just heard about, from different research and development enterprises and their use and usefulness in the schools of the United States.

After 40 years of experience in the game, my impression is that one of the problems that the educational enterprise and educational research in particular suffers from is lack of continuity and carrying through to closure and our hope had been that the National Institute of Education as a stable, continuing enterprise could provide that aspect of followthrough that we had felt was often lacking in educational research efforts before that time.

It hasn't worked out quite as nicely as we thought.

I think you folks are as well acquainted as I with some of the problems that beset the National Institute of Education, but we hope for the best for it, not only our organization, but also in my statement I have referred to the backing from a number of the educational enterprises, organizations to try to build something that will hold together, provide continuity and leadership and the sort of focus for educational research that will permit the operation to proceed in a way that it hasn't in the past.

We have endorsed in our little proposal here a budget of $100 million for the National Institute of Education. The needs are, on the one hand, the sizable one for disseminating the things that have worked, for continuing the groups and programs that are effectively and productively in operation and for providing some funds for new initiatives and new ideas to be developed.

I would be glad to respond to anything, if you care to ask.

Mr. Flood. You did that very well. Of course, we are well acquainted with your organization, which you have in mind. Thank you very much.

Mr. Patten. You are who I thought you were. You look too young.

Dr. Thorndike. I retire next year. I have worn well.

Mr. Flood. Yes; you have been around awhile.

We will recess now and come back at 2 o'clock.

Education Programs

WITNESS

CHARLES SAUNDERS, AMERICAN COUNCIL ON EDUCATION

Mr. Flood. We will begin with Mr. Charles Saunders, American Council on Education. We have heard of this organization before.

Mr. Saunders. Thank you, Mr. Chairman. I won't plan to read my statement. I assume it will be inserted in full in the record.

Mr. Flood. Without objection, we will do that.

[The statement of Mr. Charles B. Saunders, Jr., follows:]

Joint Statement to the Subcommittee on Labor, Health, Education and Welfare, House Committee on Appropriations, March 20, 1975

(By American Council on Education, American Association of Community and Junior Colleges, American Association of State Colleges and Universities, Association of American Colleges, Association of American Universities, Association of Jesuit Colleges and Universities, National Association of State Universities and Land Grant Colleges, National Catholic Educational Association, and National Council of Independent Colleges and Universities)

Presented by Charles B. Saunders, Jr., Director of Governmental Relations, American Council on Education

On behalf of the American Council on Education and the member associations listed above, I appreciate this opportunity to express our views on the administration's recommendations for postsecondary education contained in the Education Division budget for fiscal year 1976.

At the outset we commend the chairman and members of the subcommittee for their leadership in determining to report out a separate education appropriations bill. This is an important step toward resolving one of the most serious criticisms of Federal aid to education: The inefficient and ineffective use of funds which inevitably occurs when final appropriations decisions are not made until far into the fiscal year. An early appropriations bill will make it possible to plan more soundly in advance; a separate bill will enable the Congress to focus more clearly on the needs and priorities of the Nation's educational system.

We also commend the committee for its recent action adding $120 million in fiscal year 1975 college work study funds to the Emergency Employment Appropriations Act passed by the House last week. This was a clear recognition of the importance of student assistance programs in any comprehensive effort to deal with the problems of the national economy.

Postsecondary education's potential as a tool of national economic policy is ignored in the administration's fiscal year 1976 budget proposals. Yet equal educational opportunity is not only a desirable national goal, it is a practical economic policy when twice as many young Americans aged 18-24 are unemployed as the rest of the work force, and when the Federal cost of public employment programs per employed individual averages $8,800 a year as compared with less than $1,000 a year to help maintain a needy student in college. We note with approval the AFL-CIO's recommendation for "expansion of Federal programs to provide assistance for young people to stay in school," among the emergency steps it recently proposed to deal with unemployment.

As economic policy, the goal of equal educational opportunity applies with equal practicality to over half of all postsecondary students who [illegible] part time, and who are generally older than the typical 18–24 year group. Three-quarters of all part-time students are already employed in the work force, and centrally concerned with improving their own employment prospects. Thus Federal student aid programs not only decrease youth unemployment and improve the skills of youth before they enter the work force, they also deal directly with the problem of structural unemployment, addressing the mismatch between the skills of the work force and the available jobs.

In spite of these sound economic arguments, the administration is requesting $1.353 billion for the major discretionary student assistance programs: a total which not only fails to take inflation into account but represents an actual dollar decrease of $196 million from fiscal year 1975 (a $316 million reduction counting the college work study supplemental) and the first budget in several years which has failed to expand the base of need-related student aid funds. Student aid dollars are being stretched to cover a large number of students and also are being reduced in value by inflation. For example, from 1969 to 1973 the average grant award declined 20 percent in value because of the failure to adjust grant awards for the increasing cost of going to college.

The real reduction the administration is proposing is far greater, however. It would—contrary to law—eliminate the supplemental educational opportunity grant program, and end capital contributions to the national direct student loan program. It would also reduce college work-study funding $170 million below the level which the House approved last week. Instead of using student aid to reduce unemployment and to upgrade the skills of the workforce, the proposed budget would restrict postsecondary education to a smaller number of students. We estimate that an additional $1.09 billion is needed simply to meet existing program needs for student assistance.

Also important to the national economy are some $75 million in institutional aid programs which the administration proposes to eliminate. These include essential services to veterans, community service projects, aid to land-grant colleges, college library resources and training, and undergraduate equipment programs which provide direct aid to postsecondary institutions. We urge the committee to continue and increase its support for these programs, which serve national needs that have repeatedly been identified by the Congress.

We want to emphasize, however, that to continue these programs at the current level would in effect impose a cutback in services due to significantly increased operating costs. The administration recognizes the impact of these costs for the Department of Defense, where a budget increase is requested "reflecting the effects of inflation on major weapons systems." We suggest that the effects of inflation on our postsecondary education systems are just as real, and should be reflected in appropriate increases for institutional aid programs.

Our request for funding of these programs is based on the important services they provide in the national interest. Even taken together they do not begin to meet the pressing needs of postsecondary institutions throughout the Nation at a time when educational costs are rising more sharply than the general price index, States are considering cuts in their higher education budgets, and private sources of giving are devastated by the economic slump. These factors are forcing institutions everywhere to cut back services and staff, increase tuitions, and defer plant maintenance.

Therefore, we feel it is essential to begin funding of subpart 5 of title IV of the Higher Education Act, the Cost-of-Education provision authorized by Congress in 1972. In this authorization, the Congress has recognized the burden imposed on institutions by the national policy of expanding postsecondary opportunities, and has established a Federal responsibility to help maintain the quality and vitality of postsecondary institutions for the benefit of all students. To begin to assume this national responsibility, we earnestly request that $200 million be appropriated for cost-of-education payments. Here, too, we feel there is a compelling economic argument to sustain postsecondary institutions, not only as a vital factor in achieving a balanced labor market in the training provided for over 10 million students, but as a major sector of the national economy: a $40 billion enterprise which contributes importantly to the economic health of thousands of communities.

It is also important to understand that higher education is the victim, not the cause, of the current inflation. It is not part of the driving forces pushing prices higher and higher. In fact, the Federal Government has been one of the contributing factors in two areas where cost increases have been particularly significant to institutions: Rising needs for student aid and compliance with federally mandated social programs. Because the national commitment to expanding educational opportunities has not been accompanied by adequate Federal support, institutions have had to provide more of their own funds to make up the difference, thereby forcing higher charges for students who do not receive aid. The socially mandated programs—from pension benefits to occupational health and safety standards—while intended to achieve valued social goals which we fully support, do not provide funds for implementation, and the aggregate direct and indirect costs can amount to millions of dollars for a single institution.

In summary, it is our judgment that the fiscal year 1976 budget should be increased by over $1 billion to meet existing program needs for student assistance, by another $150 million to support important national programs of categorical assistance, and by $200 million to begin funding of cost-of-education payments to assist institutions in meeting the added costs of their participation in the national effort to broaden access to postsecondary education. We have noted that this effort has important implications in dealing with the current state of the economy, as well as providing in the long run a basic source of national scientific and technological growth and cultural strength. We also urge that the program of grants for academic facilities be funded at the full authorization of $380 million to help institutions begin needed renovations required for energy conservation and compliance with occupational health and safety standards, while at the same time contributing to the recovery of the economy.

While the budget seriously neglects the needs of higher education and fails to recognize its potentially important contributions to the national economic recovery, we strongly endorse the Administration's recommendations for strengthened programs of research, data collection, and innovation in higher education through funding increases for the National Institute of Education, the National Center for Education Statistics, the Special Projects Act, and the Fund for the Improvement of Postsecondary Education.

Following are more detailed comments on each of the major education division programs affecting postsecondary education:

I. STUDENT ASSISTANCE

Basic Educational Opportunity Grants

The President's request of $1.05 billion is $390 million over current appropriations, and is intended to meet full entitlements for both full- and part-time students in all four classes of undergraduate instruction. However, the request is $250 million below the amount which the Office of Education requested last year for the same purpose. USOE bases its reduced estimate on a lower-than-expected participation rate for the programs.

However, there is reason to believe that BEOG participation would increase in the fourth year of the program, particularly if sufficient funds are appropriated to increase average grant awards. If unused fiscal year 1974 funds are carried forward to fiscal year 1975—which USOE is proposing and which we fully endorse—the maximum grants will be paid in the academic year 1975–76, and the program will for the first time have a chance to demonstrate its true potential for helping needy students gain access to higher education. The effect of the carryover on next year's program will be to increase the average award from $586—in the budget estimate—to approximately $830 for 1975–76. In turn, this increase will stimulate a higher participation rate for both the academic year 1975–76 and 1976–77.

There is further reason to question the budget requests for BEOG's because college enrollments this year are higher than expected, due in part to the general employment picture—up 640,000 students over 1973–74. With unemployment continuing to rise, and the cost of living already up 12.2 percent over a year ago, the need for grant assistance in academic year 1976–77 will certainly be substantially greater than it appeared when USOE's budget estimates were originally drawn. We, therefore, support funding of BEOG's at a level of $1.35 billion, which the College Entrance Examination Board estimates as the total cost for 80 percent participation.

Supplemental Educational Opportunity Grants

Contrary to the law which requires funding of SEOG's as a condition of funding BEOG's, the administration proposes to end this program for which $240 million is appropriated in fiscal year 1975. This would eliminate an essential element of student aid packaging, and a program which serves 347,000 low-income students with an average award of $700 this year. No satisfactory replacement is offered, since the request for BEOG's is scarcely adequate to cover the addition of fourth-year students to the system. We urge that the fiscal year 1975 level of funding for SEOG's be retained, consistent with the requirement of the law.

College Work Study

The Emergency Employment Appropriations Act which the House has passed includes an additional $120 million sponsored by this subcommittee for college work study, which would bring the appropriation for fiscal year 1975 to $420 million, the full authorization. We urge an identical appropriation for fiscal year 1976. The administration, on the other hand, requests a reduction to $250 million for this program. We find this request curiously inconsistent with the President's strong endorsement of the concept of work and study. This program is of great importance to thousands of students who must find work in order to help meet the costs of their education. With jobs scarce, they are experiencing tremendous difficulties in obtaining part-time employment of any sort. Without additional college work-study funds, many of them would have to leave school prematurely and swell the ranks of the unemployed. The authorization level itself is inadequate to meet the need; for academic year 1975-76—when the fiscal year 1975 appropriation will be utilized—USOE's 10 regional panels recommend a total of $581 million in Federal funds for the program.

Guaranteed Student Loans

We concur with the administration request, but reject the administration's contention that increased funding of GSL will begin to replace the aid now provided by SEOG's and NDSL. We also doubt that the number of loans is likely to increase as much as the 100,000 projected, in view of the current economic situation and the tight money market.

National Direct Student Loans

The minimal request of $9 million to cover the institutional 10-percent share of federally forgiven NDSL loan cancellations represents a reduction of $320 million from fiscal year 1975, which would reduce the number of student loans from 728,000 to 328,000. Such a reduction is contrary to the law, which makes funding of NDSL capital contributions a requirement for funding of BEOG's. There is no alternative planned to take the place of this reduction, since the increase in GSL is barely adequate to cover annual program growth. We urge the continued funding of NDSL at the current level, as mandated by law, to maintain contributions to the revolving fund.

State Scholarship Incentive Grants

The administration is requesting $44 million for SSIG's—a $24 million increase over fiscal year 1975, recognizing that in 2 years of existence this program has generated an impressive response from the States, which match Federal funds dollar for dollar. For the same reason we believe that it would be a wise Federal investment to fund SSIG's at the full authorization of $50 million for new awards in addition to the existing level of $20 million for continuation awards.

Special Programs for the Disadvantaged

The administration's request for $70.3 billion is at the same numerical level which has been requested for these programs for the past several years. We support an increase to $100 million based on the disproportionate impact of the national economic situation on the financially and educationally disadvantaged students served by the programs, and based on the difficulties faced by financially strained institutions in supporting these projects once they have proven valuable.

Another continuation of the programs at the current funding level will again cause a reduction in their services due to the impact of inflation on operating costs. We feel that it is important not only to maintain successful projects at least at their current levels of activity, but to allow for development of new projects. While the demonstration technique was originally chosen as a means of stimulating multiple models for identifying and assistance college students, it did not take into account the current period of economic distress, during which sponsoring institutions have seldom been able to incorporate successful programs into their financial frameworks. Nevertheless, the mission of these programs remains to seek new techniques and, logically, to aid their assimilation by sponsoring institutions. We therefore urge that the higher level of funding be adopted as a means of preserving and expanding present accomplishments, and assuring that more able students in the target population enroll and succeed in colleges.

Cost-of-Education Payments

After adequate funding of student aid programs, our highest priority is the provision of cost-of-education payments under subpart 5 of title IV of the Higher Education Act. The administration has never requested funds under this authority, a far-sighted measure which was added in the Education Amendments of 1972 to recognize the Federal obligation to help meet the costs engendered for institutions by the national effort to expand educational opportunities.

It is impossible to overstate the importance of this provision. We have made tremendous strides in broadening access to postsecondary education over the past decade. But institutions have had to bear an increasing burden of costs for the 1.5 million USOE-aided students. On the average, institutions are now meeting 39 percent of the cost of student aid expenditures from institutional funds. Moreover, they must finance the full costs of education from sources other than student tuitions. In public institutions, this nonstudent supported cost is 83 percent, and in private institutions it averages 47 percent. This is an important cause of the serious financial pressures now building on public and private institutions and calling into question their capacity to maintain educational quality and even their very capacity for survival.

We urge that the commitment of the Education Amendments of 1972 be implemented with the appropriation of $200 million for cost-of-eductaion payments, to help institutions sustain the participation in the national expansion of educational opportunity in the face of mounting financial pressures.

II. INSTITUTIONAL SUPPORT

Strengthening Developing Institutions

The administration is requesting $110 million, the current funding level for the program. We support an increase to $120 million, the full authorization level (and the amount requested by the administration in fiscal year 1975) for this important program of basic and advanced grants to developing institutions which serve significant numbers of minority students. The improvement of these institutions is being effected through student and faculty exchange programs (with institutions not aided by this title), teaching fellowships, and introduction of new curriculum, all of which are indispensable to meet the objectives of the program.

Language and Area Studies

The budget request of $10 million for foreign language and area studies represents a $4 million reduction from the $14 million appropriated for 1975. We urge Congress to return the fiscal year 1969 level of $18 million for this important program and enable it to fulfill its broadened legislative mandate. An $18 million appropriation would not only maintain the high quality NDEA title VI language and area centers, but would enable a limited number of middle- and small-sized programs, largely undergraduate, to compete for support. This, in turn, would allow a more equitable distribution among types of institutions and geographic regions. Several hundred additional fellowship could be offered, thus facilitating the entry of minority and disadvantaged students into the field. Additional fellowships would also provide incentives for students in medical education, business schools, and the sciences to add an intercultural perspective to their career development. The proposed level would permit the establishment of new, intensive instructional programs in such key emerging world-bloc languages as Arabic, Chinese, Japanese and Russian. It would also assure progress in the important task of infusing international content into the K-12 system, undergraduate education, adult and community education, professional schools, and teacher training programs through curriculum development and training.

University Community Services

Community services projects are currently funded at the level of $14 million. The administration has proposed eliminating this program in fiscal year 1976. We recommend that funding be increased to at least $20 million.

Some 700 institutions now participate in this program, using the knowledge and skills of their faculties to help contribute to the solution of local and national problems and to improve access to postsecondary education for community residents. The administration considers this program narrow and categorical, when in fact it is a model of revenue sharing, since the States determine their own priorities in the distribution of funds. A classical example of its value is the energy conservation service established by the University of North Carolina with $67,000 in title I funds, matched by an equal amount of its own. This program reaches all industries and other parts of the private sector throughout the state and is achieving substantial savings in dollars as well as in fuel. Its success has promoted proposals for the establishment of a similar service on a national basis.

Aid to Land-Grant Colleges

Congress appropriated $9.5 million in fiscal year 1975 for aid to land-grant institutions under the Bankhead-Jones Act. The administration now recommends that funding be terminated. We urge that Congress continue its long-term commitment to this program and restore its funding to the authorized level of $12.46 million. For its recipients Bankhead-Jones funds are among the most valuable and useful they receive—particularly in the case of the historically black land-grant institutions. These funds are valuable out of all proportion to the absolute sums involved, because they can be used flexibly. The administration says it is inequitable that only the land-grant institutions have such flexible assistance. We agree and believe it should be extended to all postsecondary institutions by funding the cost-of-education provision recommended above.

Veterans Cost of Instruction

The administration is proposing no funds for fiscal year 1976 for veterans cost of instruction, now at a level of $23.75 million. We ask that funding be restored to the $25 million voted by Congress before the 5-percent reduction was imposed in the fiscal year 1974 budget. Since Congress has extended the length of veterans benefits by a full year and liberalized allowances to enrollees in institutions, it is likely that large numbers of veterans will continue to claim their educational benefits—especially with the current level of unemployment. This program has been remarkably successful in enabling institutions to help veterans find educational opportunities suited to their needs, and its continued operation is particularly important at a time when the unemployment rate for veterans age 20 to 24 stands at 13.1 percent (4th quarter 1974).

College Library Resources, Undergraduate Instructional Equipment

The administration proposes to terminate both the college library resources program (funded in fiscal year 1975 at $10 million for library resources and $2 million for library training and demonstrations) and the undergraduate instructional equipment program (funded at $7.5 million). We recommend that funding for both programs be doubled. These programs have served a useful purpose for several years by encouraging the development of modern, efficient library services, the strengthening of academic library collections as a national resource, and the broader use of new technology in teaching. They benefit particularly the small- and medium-sized institutions which typically find themselves hard pressed to maintain adequate services in these important areas in the face of drastic cost increases.

Cooperative Education

The administration proposes to reduce funds for cooperative education from $10.7 million to $8 million in fiscal year 1976. This reduction would curtail funds which institutions use for administration of programs that enable students to enter the world of work while still in school, thus building closer links between academic life and future careers as suggested by President Ford in his 1974 speech at Ohio State University. The program deserves continued support at the current funding level.

Strengthening Graduate Education

Graduate education in the United States faces serious problems of adaptation if it is to educate students effectively to meet the needs of a changing economy and society. Standard, traditional graduate education tends to stress the training of students for research and training in academic fields. There are going to be fewer of these jobs in the future.

At the same time, we urgently need persons equipped by rigorous advanced study to deal with the problems that beset the Nation; energy problems, urban problems, international problems, and problems of the environment. Moreover, there are large new groups increasingly seeking graduate education: older and part-time workers in particular. These factors call for a transformation of substantial parts of graduate education through revamping of curricula, designing new courses, establishing new and stronger relationships with industry and government, and creating new problem-oriented entities within the university.

Such changes cannot be effected without substantial Federal support. Accordingly, we urge that $24.5 million be appropriated for renewed funding of part A general assistance to graduate schools.

While the importance of motifying graduate education has been stressed two other points must be made. First, some traditional departments should continue precisely what they have been doing because of their excellence, and the quality of many of them is threatened. Second, the sharp drop in Federal fellowships—from 51,500 in 1968 to 6,600 in 1974—has thrown a financial load on universities which can be met only by shifting inadequate resources from other critical areas—such as support for needy undergraduates. Accordingly, a reversal of recent Federal policy is called for in the form of a selected moderate expansion of fellowship aid for the most able graduate students. Meanwhile, we also recommend $4 million for continuation of the part C public service fellowship program funded by Congress for the first time last year, and $1.5 million under part D for fellowships for needy graduate students in the field of mining, for which the administration has not requested funds.

The administration is requesting a reduction in College Teacher Fellowships under part E of the Education Professions Development Act from the current level of $4 million to $1 million. We believe this program addresses a significant need, and support its continued funding at the $4 million level. These funds provide fellowships for graduate training at less-than-doctoral level, and short-term institutes and training programs to improve the skills of existing teachers, particularly in community colleges, black colleges and other institutions serving large numbers of minority and disadvantaged students.

In addition, we support the request of the administration for an appropriation of $750,000 to provide graduate fellowships for needy students and $500,000 for Allen J. Ellender fellowships.

Higher education facilities

The fiscal year 1976 budget does not request funds for undergraduate or graduate facilities construction grants. Neither program was funded in fiscal year 1973, 1974 or 1975, reflecting a lower priority for academic facilities construction in recent years. Now, however, the state of the national economy and the urgency of the energy problem justify a new priority for this program with emphasis on meeting the growing need for renovation, conservation and replacement of energy-inefficient, unsafe and obsolete facilities.

Institutions throughout the country are facing extraordinary increases in the costs of heating and maintaining their buildings, many of which are old and energy-inefficient. The capital costs of redesigning, remodeling and replacing outdated facilities is estimated to be over $8 billion, an expenditure which, it should be noted, would not add a single square foot to the facilities inventories of colleges and universities.

In addition, very high expenditures will be required of postsecondary institutions in the years immediately ahead to comply with the improved standards of employees safety and health which are being promulgated by the Occupational Safety and Health Administration. The cost of facilities compliance alone is estimated to be over $3 billion.

A revitalized program of academic facilities assistance, authorized by title VII HEA as amended, would help meet these and related needs and have a direct impact on the national economy. Substantial numbers of renewal, conversion and renovation projects are sufficiently planned to be placed under contract within 45 days after funds are allocated, according to Higher Education Facilities Services, Inc.

Therefore, we recommend an appropriation of the full authorization of $380 million ($300 million for undergraduate and $80 million for graduate facilities) for renovation and replacement. Since State and institutional matching funds are required, the economic impact would be at least double the appropriation, and could create 70,000 construction jobs within a relatively short period of time.

Ethnic heritage

We recommend continued funding of the ethnic heritage program at the current level of $1.8 million. The administration proposes to eliminate the program, which is intended to encourage the development and dissemination of curriculum materials, teacher training, and related activities designed to broaden understanding of the history, culture, and contributions of particular ethnic groups to American society.

Other programs

Several programs such as law school clinical experience, establishment and expansion of community colleges, and postsecondary occupational education have been authorized by Congress, but have never been funded. We believe that the needs for these programs originally identified by Congress continue to exist, and merit funding at the earliest opportunity.

III. RESEARCH, INNOVATION, STATISTICS AND PLANNING

National Institute of Education

We urge the subcommittee to approve in full the $80 million request for the National Institute of Education. In view of the difficulties NIE has had getting established, the proposed $10-million increase seems reasonable and its revised goal-oriented programs seem realistic. The entire education community has a vital stake in NIE's development into an effective national center of basic and applied research. Unless the Institute is freed from the cycle of deteriorating funding and uncertain support which has characterized its appropriations, it will never have a chance to realize the high hopes which were initially held for it.

National Center for Education Statistics

The administration is requesting $16.7 million for education statistics in fiscal year 1976—an increase of $7.6 million over 1975. We fully support this increase, which we believe keeps faith with the intent of Congress expressed in the 1974 Education Amendments to improve the usefulness of Federal statistics and data collection. The education community and the Congress now suffer from a lack of adequate statistics, so that we hope that the subcommittee will endorse the request in full as the first in a series of steps which should be taken to bring NCES abreast of other major governmental statistics programs such as those for labor, agriculture, industry and health.

Fund for the Improvement of Postsecondary Education

We strongly support the administration's request of $17.5 million to advance to work of the Fund for the Improvement of Postsecondary Education. The fund is making genuine progress in stimulating reform and innovation and in assisting efforts to bring postsecondary education services to more Americans of adult age levels. In its relatively brief existence, the fund has generated a series of projects which hold exciting promise for improving the delivery of postsecondary education to the large unserved population of adults in the Nation. The impressive record of this program since its establishment in the 1972 education amendments fully merits the proposed $6-million increase.

State postsecondary commissions

The administration proposes no funds for these commissions in fiscal year 1976. It is our judgment that the work of the commissions should be continued at the current level until Congress has passed judgment on the merits of the authorizing legislation, which will be reviewed later this year.

Special Projects Act

We support the administration's request of $39 million to implement the Special Projects Act. Some $21 million of the request would go for funding of new innovative and experimental programs. In particular, the council supports the inclusion of $6 million for the Women's Educational Equity Act, $10 million for career education demonstrations, and $3 million for consumers' education.

	'75 Appropriation	'76 Budget	Higher Education Requests		
				Over '75	Over '76 Request
STUDENT ASSISTANCE PROGRAMS*					
Basic Educational Opportunity Grants	660	1050	1350	+690	+300
Supplemental Educational Opportunity Grants	240	-	240	-	+240
College Work Study	420**	250	420	-	+170
National Direct Student Loans	329	9	329	-	+320
State Scholarship Incentive Grants	20	44	70	+ 50	+ 26
Special Programs for the Disadvantaged	70	70	100	+ 30	+ 30
*Does not include GSL **Includes proposed Supplemental	1739	1423	2509	+770	+1086
Cost-of-Education Payments	-	-	200	+200	+200
Facilities Renovation and Conversion	-	-	380	+380	+380
CATEGORICAL PROGRAMS					
Developing Institutions	110	110	120	+ 10	+ 10
Language and Area Studies	14	10	18	+ 4	+ 8
Community Services	14	-	20	+ 6	+ 20
Land-Grant Aid	9.5	-	12.5	+ 3	+ 12.5
Veterans Cost of Instruction	24	-	25	+ 1	+ 25
College Library Aid	13	-	26	+ 13	+ 26
Undergraduate Equipment	7.5	-	15	+ 7.5	+ 15
Cooperative Education	10.7	8	10.7	-	+ 2.7
Strengthening Graduate Programs	5.5	-	30	+ 24.5	+ 30
College Teacher Fellowships	4	1	4	-	+ 3
Ethnic Heritage	1.8	-	1.8	-	+ 1.8
1202 Commissions	3	-	3	-	+ 3
Total Categorical Programs	217	129	286	+ 69	+157

Mr. **Saunders**. I would just like to hit the highlights as briefly as I can.

First, speaking on behalf of the higher education associations, we would like to commend this committee for your efforts to get a separate education bill which we think is very important. We also would like to commend your leadership——

Mr. **Flood**. You know that this subcommittee has been trying to do that for many years. We did bring it out once several years ago, and it was vetoed by then President Nixon. We overrode the veto, and we want to bring it out, but we can't, of course, act without a law and until the Education and Labor Committee acts; until a law becomes law, we can't move. This time we are fortunate to be able to act. We are aware of the need for it.

Mr. **Saunders**. I would also like to commend your leadership in your action in the supplemental 1975 appropriation for work study. We thought that was a very important part of the emergency employment bill, and I would like to return to that in a few minutes.

But I would like to say at the outset that there are a number of parts of the Administration requests that we would like to endorse very strongly. We support the request for increased funding for the fund for improvement of postsecondary education. We feel this is a very important new program which has been highly successful in its first few years.

We support the request for more funding for NCES. We feel this——

Mr. **Flood**. You had better translate that.

Mr. **Saunders**. The National Center for Educational Statistics. We think it is very important.

Mr. **Flood**. That alphabet soup confuses the reporter.

Mr. **Saunders**. It is confusing to everyone.

We think it important to strengthen the whole data collection process, and we believe the Administration's recommendation is intended to do that. We support the Administration's request for the National Institute of Education.

Having said that we support those requests, I must say we have great concern with the major thrust of the administration's request in terms of student aid and the categorical program.

Mr. **Flood**. National Institution of Education—you are for that no matter what it is.

Mr. **Saunders**. We think the concept of a strong national institute conducting important research on educational problems is something we think the entire education community must support. It is very important to us in the long run, and I think we say that strongly in our statement.

As far as the rest of my remarks, I would like to relate back to your inclusion of $120 million supplemental for work study for 1975. We think that represents a recognition of a very important principle that education and specifically higher education should be a very important tool of national policy in dealing with the economic situation. And we would like to make that case as strongly as we can.

We feel that higher education should be an important factor in the national effort dealing with economic recovery. You have in the student aid request, for example, through the student assistance programs, an opportunity to deal with a portion of the population which has nearly twice the unemployment of the rest of the Nation, the 18- to 24-year-olds, and it is desirable on the short-run level to encourage youths to pursue a postsecondary education and increase their skills so they can enter the labor force more able to get better jobs.

We think it is also important in terms of part-time students. Over half the enrollments in higher education today are part-time and three-fourths are already in the labor force attending postsecondary institutions to upgrade their own career aspirations. To the extent that you encourage part-time students to continue their education, you are dealing directly with the problem of structural unemployment because you are working right on that problem of the mismatch between available skills and available jobs.

In terms of support for the system of higher education as a whole, please remember, higher education is a very important sector of the national economy. It is a $40 billion enterprise and in many communities the local college or university is a major part of the local economy. To the extent that institutions of higher education are supported in terms of the national policy, we are helping sustain a major sector of the economy and we think these shortrun results as well as longrun, need to be considered. I think the administration budget fails to recognize the importance of higher education. The student aid requests, for example, are short. We estimate by at least $1 billion at a time when it should be wise national policy to encourage postsecondary education; the administration request actually shows a decrease in student assistance support. Also, it shows a decrease in support for categorical programs which fails to reflect the inflationary cost spiral, and we think it is important to maintain those programs and to the extent that you maintain them at the existing level, it becomes more and more difficult to do what the objectives of those programs were originally intended to in terms of the rising cost.

We note that the defense budget includes a significant request increase to deal with inflationary costs, and we think this is a legitimate problem in the case of higher education, too. We think there are a couple of new aspects of our requests, Mr. Chairman, and I would like to single those out briefly. We are asking for a renewal of the facilities construction authority at the full authorization level of $380 million aimed entirely at renovations, not new construction. We are not arguing there is a need for new construction, but we are arguing in terms of the economic situation and in terms of the energy problem there are very important reasons to renew that facilities construction authority. There are literally billions of dollars worth of need out in the Nation's campuses for reconstruction and renovation to make buildings more energy efficient. And we can document that. We have a task force working on identifying the dimensions of that problem, and I would like to submit a copy of their report to this subcommittee as soon as I receive it.

So our request for facilities construction, as I say, is to be used only for renovation of existing facilities, remodeling to make them more energy efficient. And we argue, too, that there are a lot of projects on the shelf that can be started very promptly; and we feel this could be a significant factor in terms of reviving the construction industry.

We are also asking for an additional $200 million to begin the cost of education payments to institutions to help them meet the burden imposed on them by national policy of encouraging postsecondary education. This was authorized in the education amendments of 1972, and we feel it is important to start funding that program.

So, in summary, we are supporting a number of the administration's requests, and we are asking for substantial new funds in some programs, notably facilities construction for energy and employment purposes.

Mr. FLOOD. All right; thank you.

Mrs. Muriel Lee, Nashville, Ind., United Cerebral Palsy Association.

EDUCATION PROGRAMS

MRS. MURIEL LEE, NASHVILLE, IND., UNITED CEREBRAL PALSY ASSOCIATION, INC.

Mrs. LEE. Mr. Chairman, I would like to introduce Mr. E. Clarke Ross, who is with the UCPA Governmental Activities office here in Washington, D.C., and is my able assistant.

I do want to request that our written statement be entered into the record.

Mr. FLOOD. Without objection, that will be done.

[The complete statement of Mrs. Lee follows:]

Introduction

Mrs. Muriel Lee is the Mideast District Representative on the National United Cerebral Palsy Associations, Inc. Governmental Activities Committee and also chairman of the Council of Voluntary Organizations for the Handicapped in Indiana. Mother of a severely disabled young man, Christopher, Mrs. Lee is a member of the Indiana State Advisory Council for the Education of Handicapped Children and former Indiana UCPA Legislative Committee chairman. Mrs. Lee teaches speech part time at Indiana University Purdue University-Indianapolis, Columbus Center.

During the past year the UCPA Governmental Activities office has developed a continuing working relationship with the Bureau for the Education of the Handicapped (BEH). BEH has been extremely cooperative and sensitive with the private education sector. A coalition of organizations serving the disabled, including UCPA, now meeets regularly with BEH officials. We would like to emphasize to this subcommittee the dedication, sincerity, and leadership of Edwin Martin, Ed.D., Associate Commissioner of BEH.

Innovation and development

UCPA applauds the administration's request for an increase in its innovation and development discretionary program. We are fully aware of the current economic situation and the administration's devotion to no new spending programs this year. In light of this, we are encouraged by the increase request.

(1) *Early childhood and education.*—One of the primary priorities of UCPA is comprehensive services to disabled children under the age of 5 years. We strongly support the administration's request for an $8 million increase (from $14 million to $22 million). The early childhood demonstrations are supported to provide educational, diagnostic and consultative services for preschool disabled children and their parents. The projects are designed to stimulate and influence the development of additional services for preschool handicapped children. UCPA believes this program is as important as any other program administered by the Bureau for the Education of the Handicapped.

One such project is the UCPA collaborative infant project (nationally organized project to provide comprehensive services to handicapped infants and their families). This project, utilizing the cross disciplinary/cross modality approach, has been successful in identifying the dynamics of the early habilitative processes of infants with cerebral dysfunction. We know that learning begins during the first days of life and that children with developmental delays can not stand excessive or inconsistent handling. As such, UCPA sincerely believes in the necessity for early intervention with young children at risk.

(2) *Research and demonstration.*—UCPA also supports the requests to increase appropriations from $9.341 million to $11 million for research and demonstrations. We applaud the new emphasis placed upon physical education and recreation research for disabled children. It is a long overdue recognition.

(3) *Other programs.*—UCPA also supports the requested increase in the regional vocation, adults, and postsecondary programs (from $575,000 to $2 million) and the specific learning disability program (from $3.25 to $4.25 million).

Severely handicapped projects

UCPA is greatly appreciative of the administration's recognition of the specific and specialized needs of the severely handicapped. Our support is unwavering for the new $3.25 million contract authority to establish and expand programs and practices to meet the educational and training needs of severely handicapped children and youth. We believe BEH has made a wise decision in relating these contracts to deinstitutionalization programs. We are hopeful that the program will grow in importance and size over the next years.

State grant program

UCPA believes that the Federal role must be increased to assist the States in substantially ending the outright exclusion of disabled children from access to a public education. The enactment of an entitlement formula for the State grant program (the so-called Mathias amendment), the forwarded funding of $100 million for fiscal year 1976, and congressional rejection of the administration's recommended recission for fiscal year 1975 increases, are all encouraging signs in increasing the Federal effort.

UCPA applauds the recent congressional efforts but we point out that over 3 million disabled children remain excluded from the public school system. Additional increases in State assistance must be appropriated if these children are to be served. During the last 2 years there have been 36 court cases in 24 States on the right to education for all disabled children and 38 court cases in 25 States on the right of these children to due process requirements. The legality of denying a public education to disabled children by exclusion, postponement, or any other means has been successfully challenged in many of the Nation's courts. Yet the capacity and resources at the State level do not yet exist to meet this legal mandate. The Federal role, by necessity, must increase.

The council for exceptional children has provided an estimated economic impact statement on the title VI B appropriations. The additional $50 million increase over the fiscal year 1974 appropriated level means that a minimum of 100,000 more disabled children will be served in the public school system. Reliable sources indicate that just these 100,000 additional children receiving a meaningful education may mean that they will make a contribution over a lifetime to the economy of some $3 billion. In contrast, if these 100,000 children remain excluded from an education, 60 to 70 percent of them being maintained in institutions over a lifetime would cost as much as $25 billion. Concurrently, if all of them were to be maintained on welfare, the cost could be an estimated $11 billion over a lifetime.

Headstart

UCPA is deeply committed to the 10 percent set-aside of enrollment opportunities for disabled children in the Headstart program. The set-aside is consistent with the principles of early intervention, normalization of services to the disabled, and community based services to the disabled.

The disabled child has never been adequately served in the Head Start program. UCPA believes that the administration's request for an additional $20 million is a step in the right direction. We are pleased to see that these funds are earmarked for special services to the 38,000 disabled children currently enrolled in Head Start. UCPA believes this $20 million must be focused only on excess costs required by the disabled (removal of architectural barriers, specialized therapies, specialized equipment, and so forth) and not merely added into ongoing program support.

In addition to the $20 million for special services to disabled children, appropriations for the total Head Start program should be increased. Many Head Start projects are not yet close to meeting mandated standards (such as staff/child ratios, nutrition services, and so forth). UCPA supports administrative efforts to convert Head Start into a more flexible system for delivering services that are both cost effective and responsive to the real needs of children and to improve local capacity to plan and manage children's services. Annual program appropriations should adequately reflect these efforts.

Conclusion

The administration's requested increases are steps in the right direction. But when one keeps in mind the numbers of excluded disabled children from public classrooms and the volume and scope of right to education litigation, one must say with sincerity that a still larger Federal effort is required.

Mrs. LEE. Our entire statement reflects the funding for a wide range of programs for handicapped children, who fall between the ages of zero to 21 years. Our statement really reflects what many of us, as parents of severely handicapped young people, and also as planners of educational programs for handicapped, have found to be very critical needs.

Our own son, who is very severely physically handicapped with cerebral palsy, will be graduating from high school this coming June. He happens to be one that has not benefited by any of the programs we're discussing today, but I do know there are 3 million handicapped youngsters who can in the future profit from the Federal funding of programs, where he was not able to. That is why I am here to give testimony.

I am talking specifically about the innovative and development programs that title VI-C funds, and State assistance grants under title VI-B. I also wish to refer, at least in our statement, to media and resource services and Head Start set-aside moneys for the handicapped. Those are the four areas, but the first two are the most important to me, and I wish to highlight them for you.

I think perhaps what can make it meaningful and certainly to me it makes it meaningful, is to share with you what is happening in Indiana, when we talk about title VI-C and title VI-B funds. In my preparation, I was very delighted to find that you were doing a very interesting language resource center in Pennsylvania, which is something that I think can be replicated throughout the United States, for language development among young handicapped is sorely missing and needed.

First let me turn to what is called innovative type of programing. In Indiana, we have several demonstration models at Indiana University and at New Castle Hospital. One of these is termed early family intervention. In this model there is an OT, a PT, a special educator, and medical personnel who are made available for diagnosis and evaluation. We are talking about pre-school-age youngsters; a member of the team goes into the actual home to make visits following the initial team evaluation. This instructor follows through on a weekly basis, to see whether or not the home program is being followed by the parents, because parents are the critical relationship with the handicapped youngster. It has been a very effective program, but it needs to be expanded. We have it in only three counties at the present time. It is hopeful that this early family intervention program can be augmented in other areas of our State, and I might add, it is something that is needed throughout the Nation.

Another type of program which is indeed a rather unique one counsels and works with teenage unwed mothers. The reason why this group has been selected is that we have found that 50 percent of the babies born to this age group are high-risk babies. Fifty percent will have some type of handicap. So it is something that needs to be talked about and worked with. These mothers need to know how to take better preventive care. All of this is under title VI–C examples.

Under State assistance grants we have some other things that are happening in the State of Indiana, and I think they are rather exciting, also. One project is treating the severely emotionally handicapped, helping them to come out of a State institution back into the community. These are severely emotionally disturbed youngsters, so it takes an interim preparation to help them do this. There is a residential center at the Indiana University Developmental Training Center, where these youngsters come from the institution. They live with their parents who take the time to come and live at the center in order to develop skills on how to handle and work with their child. Finally, the youngsters are placed into the school district where they normally would have gone before being institutionalized. This has been extremely exciting: I know several of the parents involved in this who now have their youngsters home and out of the institutional setting.

Another project which falls under grant aid to States is the title VI-B program. This is an area in which I have been very personally involved. I was appointed by the Indiana State Superintendent of Public Instruction to serve on the State advisory council for the education of handicapped children in Indiana. I have served on that council since the mandate was passed in 1969 for special ed programs. We have developed rules and regulations to implement the law and we offer guidance to the Department of Public Instruction in development of the State plan for title II–B funds. As such, the State plan for Indiana now must reflect, according to the statute, our plans for due process proceedings.

We have spent many hours on this in the State advisory council, and we have come up with what we feel tackles this problem of the least restrictive environment. Wherever our special education directors are working, they must present to the State of Indiana how they will serve the youngsters under their care in the least restrictive environment.

This is going to take some very innovative programs to accomplish, but at least we have the plan, and we are going to go ahead with it. We have also dealt with what is called the parent-child-guardian rights' safeguard, and we have a long due process procedure in which we guarantee that every parent will be notified before placement and be given the opportunity to participate in what we call a case conference committee. This committee composes not only the principal, the teacher, the evaluator, the psychologist, the OT, the PT, if she is involved, but the parents and sometimes the adult or older child. This case conference committee is mandated. They must have a case conference committee in Indiana before placement of a child, so it is a process that is, I think, worthy of replication in other areas. We have placed as top priority in Indiana, that any child who is not in a program will be placed first. Top priority—it means that as people are applying for grants under title VI–B, and show they are going to meet children who are not yet in school, that program will be funded first—top priority.

Now, there is still an unmet need, and that is to begin to work toward quality-type programs where we take the severe physically handicapped youngsters and provide them with occupational therapy and physical therapy, and so on. This truly is where Federal funds can be of greatest help in helping us improve the quality, because we are doing a job in Indiana. We are getting the State funds and working very hard to get them, but it is not going to be enough, not for a while. We are only serving 50 percent of our youngsters. We have a long way to go.

Mr. FLOOD. All right; thank you very much.

Mrs. LEE. I would like to just say that the NARC—which will be giving testimony very shortly—we do endorse their statement and the things which they will be presenting to you.

Mr. FLOOD. All right. Thank you.

EDUCATION PROGRAMS

WITNESSES

WILLIAM F. JOHNTZ, DIRECTOR, PROJECT SEED
WAYNE PATTERSON, ASSOCIATE DIRECTOR, PROJECT SEED

Mr. PATTERSON. Mr. Chairman, I would like to thank you for the opportunity to testify before the committee. I am Wayne Patterson. William Johntz, as perhaps you know, is from California and was not able to be here today but asked me to speak on his behalf and to tell you a bit about Project SEED.

I would request that our statement be read into the record, and I would like to simply refer to some points from it and some points about Project SEED, with your permission.

Mr. FLOOD. Yes; that is fine.

[The complete statement of Mr. Wayne Patterson follows:]

Mr. Chairman, I am the associate director of an educational project called Project SEED. I would like to describe briefly for you our project and its relationship to the emergency school aid program.

On the surface, what I will tell you about SEED will undoubtedly sound absurd. However, our 12-year record has borne out our claims. I will be pleased to respond to whatever questions you might have.

Project SEED was started 12 years ago in Berkeley, Calif., by its present scientists from major universities (such as California, Michigan, Yale, and Princeton) and research corporations (such as IBM, Bell Laboratories, and Prudential) teach abstract, conceptually-oriented mathematics to full-sized classes of disadvantaged elementary school children on a daily basis. The mathematics is presented through the use of the Socratic group discovery format. The children are in no way specially selected for the SEED classes.

Project SEED was started 12 years ago in Berkeley, Calif., by its present director, William F. Johntz. Since then, it has spread from California to Dillingham, Alaska, in the northwest, to LaPaz, Bolivia, in the southeast, covering 8 time zones. It reached approximately 12,000 students in the spring of 1973, most of whom are black children from urban poverty backgrounds. Also involved are American Indian, Eskimo, Chicano, Puerto-Rican, and Appalachian white children.

The long range goal of Project SEED is to raise the achievement level and consequently the self-concept of the disadvantaged child by providing him with success in a high status, abstract subject unrelated to his culture; i.e., one not associated with failure by the disadvantaged, as language arts and the more familiar arithmetic tend to be. The success the SEED students experience in mathematics is, of course, the best possible preparation for obtaining jobs and getting into college.

We know of no other educational program in the United States today which has been evaluated as extensively by outside, independent evaluators as has Project SEED. Statewide evaluations in California and Michigan by Cal Tech and the American Institutes for Research, respectively, reveal that children in Project SEED not only are able to perform high school and college level algebra, but also that their arithmetic computational skills have improved enormously. Other evaluations in Berkeley and in Del Paso Heights, Calif., show significant improvement by children in Project SEED classes in I.Q. scores and attitudes toward self and school.

Project SEED, Inc., a nonprofit corporation, has the extremely low cost figure of $180 per child per year based on an assumed class size of 30. This is far, far less than other compensatory education programs that even approach SEED's level of proven success. There are three reasons that the SEED price is so low: (1) Project SEED specialists work with the whole class. Most successful compensatory education programs involve one adult working with a few pupils. (2) Project SEED has no materials or gadgets to sell. We sell the single most important commodity in all of education—a highly skilled, sensitive teacher who can reach children from the most deprived backgrounds. (3) All of the corporate scientists from IBM, Bell Labs, and so forth, are volunteers. It should be pointed out, however, that they constitute only a minority of our staff. Most are salaried.

In past years here in Washington, much interest in Project SEED was developed at the Federal level, primarily through national demonstrations we gave for the American Physical Society (April 1971), Assistant Secretary Marland (April 1973) and the Smithsonian (April 1973).

Last year, Senator Kennedy and the educational staff seminar invited us to give a demonstration class in the Old Senate Office Building. Many Senators were represented at this demonstration, at which a random fifth-grade class from the Weatherless Elementary School in Anacostia in their fifth lesson successfully dealt with such concepts as logarithms, fractional exponents, zero exponents, and the additive law of exponentiation (normally advanced high school concepts).

As a result of this demonstration, which Secretary Weinberger also attended, Senators Mondale, Taft, and Kennedy offered an amendment to the Educational Amendments of 1974. The purpose of this amendment was to authorize the establishment of SEED projects on a national basis.

The amendment gathered a number of cosponsors and passed unanimously in the Senate. Later it was adopted in the H.R. 69 Conference Committee. The amendment established Project SEED as one of the ESSA "Special Projects."

On June 12, 1974, Congressman William Clay sponsored another demonstration class of Project SEED in this building. This was held in the Education and Labor committee room and had standing room only. The demonstration comments again showed the overwhelming support which has been received for this project. Since that time, many Congressmen have written to your committee to offer support for Project SEED.

This is our first opportunity to testify on these activities before your committee. As you are concerned with appropriation levels, let me conclude by speaking about amounts of funding. Many of our supporters here have suggested figures of $10, $20, or $40 million for this program. We are very firm, however, in not asking for more than $5 million for a first year of operation of this program on a national basis. This is the maximum amount we can deliver with the quality characteristic of this program. On the other hand, for us to be able to have a truly national impact, $5 million is also close to a minimum figure.

Our low cost compared to our record of achievement will, we believe, make a significant impact on the problems of minority children in desegregated or isolated settings and will do so at an expenditure far lower than that which characterizes even those few successful programs for minority children.

UNIVERSITY OF CALIFORNIA, SAN DIEGO,
La Jolla, Calif., May 9, 1968.

SAN DIEGO BOARD OF EDUCATION,
San Diego, Calif.

MEMBERS OF THE BOARD: On May 8 at U.C.S.D., I attended Mr. W. F. Johntz's demonstration of the techniques he uses to teach algebra to second and fifth graders in his program of Special Elementary Education for the Disadvantaged (SEED). He simply taught a fifth grade class from Logan Elementary School for 50 minutes. To say that I was impressed with his results is an understatement. Children with obvious language problems responded correctly and enthusiastically, and asked very shrewd, insightful questions. Today I visited the Logan Elementary School, and saw a second class (fourth grade) do equally well, with equal enthusiasm, in their regular classroom.

As you know, Mr. Johntz believes that the poor academic performance of the disadvantaged is a direct result of their poor opinions of themselves. He believes that they can be motivated to do academic work if they can be shown at least one subject which they respect and believe is difficult, and yet which they can do well. The advantage of pure mathematics over other subjects is that its abstract character makes it independent of particular cultures, and puts the disadvantaged child on an equal footing with the doctor's son.

Mr. Johntz has [illegible] described to you his success in Berkeley, where he says his mathematics program has led children greatly to improve their performance in other subjects. My only information about these "side-effects" comes from Mr. Johntz, but my direct observation indicates clearly that the children do grasp concepts which some of my undergraduate mathematics students at M.I.T. were vague about, and that the children show a genuine intellectual curiosity which I would be glad to see more widespread among our graduate students at U.C.S.D.

In order for you to assess my competence to make the above observations, I list my relevant background in mathematics:

B.S., M.S. Atomic Energy Commission predoctoral fellow in mathematics, University of Chicago.

Ph.D., mathematical physics, University of Chicago.

Assistant and associate professor of mathematics, M.I.T.

Much of my current research is applied mathematics.

May I urge you to give Mr. Johntz all possible support in his attempt, under the Miller mathematics improvement program, to bring SEED to San Diego? I hope that by the time my children are in school, such work will be available not only to the disadvantaged.

Yours truly,

George E. Backus,
Professor of Geophysics.

General Electric Co.,
Cincinnati, Ohio, April 19, 1974.

Senator Robert Taft, Jr.,
U.S. Senate, Committee on Labor and Public Welfare,
Washington, D.C.

Dear Senator Taft: William Johntz of Project SEED has mailed me a copy of the letter sent by you and Senators Kennedy and Mondale to Charles B. Saunders, Jr., Acting Assistant Secretary for Education, on April 11.

On behalf of all my associates here at General Electric, many thanks for your support of SEED. This program—in which professional mathematicians teach college-level math to full-sized classes of elementary school children—seems to me to offer real hope for improving the quality of elementary school instruction across-the-board, and especially for opening the door for thousands of minority youngsters to prepare for well-paying technical careers.

As you may have heard, GE recently teamed up with Ford, WCET and Jergens Foundation to sponsor a SEED demonstration in Lincoln Heights Elementary School. Written comments by attending business, university, and media representatives were most gratifying. For myself, I regard SEED as the finest program of its kind ever developed, and dollar-for-dollar the best possible buy in supplemental educational programs. Nothing would please me more than to see it adopted and adequately funded by the Cincinnati and Princeton school systems.

Again, our sincerest thanks to you for your interest and for your letter to Mr. Saunders.

Sincerely,

Gerald Klein,
Manager, Community and Urban Affairs.

State of California,
Department of Education,
Sacramento, August 31, 1975.

Dr. Edward Fort,
Superintendent, Sacramento City Unified School District,
Sacramento, Calif.

Dear Dr. Fort: As you know, during the 1972–73 school year the State of California financed a demonstration program in mathematics (Project SEED) in a number of ESEA title I eligible elementary schools in your district. An independent evaluator, the Northwest Regional Educational Laboratories (NWREL), conducted an intensive evaluation of 50 of the SEED classes. The results of this evaluation are now available and are quite favorable to SEED, especially in the area of arithmetic achievement.

NWREL compared seven different groups of SEED and control classes on a number of different measures. The groups were third, fourth, fifth and sixth grade classes pretested in January (SEED instruction actually began in November for these classes) and third, fourth, and fifth grade classes pretested in February. The instrument used to measure arithmetic achievement was the Wisconsin contemporary test of elementary mathematics (WCTEM).

For your information, a brief summary of NWREL's findings is given below:

"The achievement data stemming from the SEED evaluation control present an impressive case for the effectiveness of SEED training. When significant difference in premeasures between SEED and Control groups are statistically corrected by the technique of analysis of covariance, five of seven grade and pretest date grouping comparisons proved significant. All showed the superiority of SEED classes in contrast to their comparison Control classes. These differences were obtained in terms of WCTEM Total scores for January pretested grades 3, 4 and 5 and February pretested grades 3 and 4. The remaining grade level comparisons, January sixth and February fifth, were nonsignificant, but the "adjusted" differences also favor SEED. These results generally suggest that the SEED advantages are maintained in both arithmetic operations (WCTEM Facts) and conceptual understanding (WCTEM Concepts)."

Your efforts in participating in project SEED are greatly appreciated. From these findings, this program is apparently assisting educationally disadvantaged youth to appreciate the world of mathematics.

MANUEL V. CEJA,
Chief, Division of Compensatory Education.

U.S. SENATE,
Washington, D.C., April 3, 1974.

DEAR COLLEAGUE: I would like to invite you to a demonstration/presentation of a remarkable compensatory education project called Project SEED.

Project SEED is a unique educational project in which professional mathematicians and scientists teach higher mathematics (high school and college level) on a daily basis to regular classes of elementary schoolchildren from poverty and minority backgrounds.

The demonstration class, sponsored by the Educational Staff Seminar, will involve a fifth grade class from a Southeast Washington public elementary school. The children, after 1 week's exposure, will do mathematics that many of us will have difficulty following.

There are implications to Project SEED that go far beyond its being just another mathematics program. If young children from the ghettos of America can demonstrate an ability to do college-level mathematics, we must rethink all of our conventional stereotypes about expectations.

Also, the cooperative relationship of professional mathematicians and regular classroom teachers is a promising use of our scientific and technical resources.

The State legislatures of both California and Michigan have funded Project SEED through specific legislation—California since 1968 and Michigan since 1970.

The demonstration will be held on April 5 at 10 a.m. in room 457 of the Old Senate Building. I am looking forward to this exciting presentation, and I hope that you or a member of your staff can be there as well.

Sincerely,

EDWARD M. KENNEDY.

[From the Congressional Record, May 14, 1974]

SPECIAL PROGRAMS IN ADVANCED MATHEMATICS FOR DISADVANTAGED CHILDREN

Mr. MONDALE. Mr. President, on behalf of myself and Senators Kennedy, Taft, Hart, and Beall, I send an amendment to the desk.

Mr. President, 3 years ago in Berkeley, Calif., I was privileged to see a class of disadvantaged children solving college-level problems in the mathematical theory of exponents with amazing spontaneity, enjoyment, and obvious understanding.

These children were participating in Project SEED, a program in which college-trained mathematicians teach advanced mathematics to disadvantaged children.

In its 11-year history Project SEED—Special Elementary Education for Disadvantaged Children—has demonstrated that disadvantaged children can learn abstract conceptual mathematics normally taught on the college level. More important, in learning advanced math, these children have also learned to perform well in standard arithmetic and algebra.

And Project SEED's sponsors believe that programs like SEED can go far toward breaking the expectation of failure that is perhaps the greatest barrier to successful compensatory education—by proving to the children themselves, their teachers, and families that children of poverty can perform well in the culture-free area of advanced math.

Mr. President, largely through funding by State governments and private sources, and through the donation of free services by mathematicians from universities and private industry, Project SEED now reaches roughly 6,000 children in 12 States.

Initial evaluations conducted in California indicate that the SEED approach can produce accelerated learning—above national norms—for disadvantaged students with an investment of $175 per child per year. This is certainly among the least expensive of the hopeful compensatory education programs.

But funding is hit-or-miss. There have been few opportunities to offer the program to students over a period of years. There have been few chances to evaluate the impact of SEED training on children after they have left the program—or its impact on attitudes or performance in academic areas other than mathematics.

It is our belief that this approach deserves sustained funding as an experimental model by the Federal Government, so that its impact can receive the thorough evaluation which it clearly deserves.

Senators Kennedy and Taft joined me in asking the Office of Education to explore possible sources of funding. However, Acting Assistant Secretary of Education Saunders rseponded that, under existing law, there is no authority for such funding.

I ask unanimous consent that Mr. Saunders' letter may appear in the Record at the conclusion of my remarks.

Without agreeing with Mr. Saunders' analysis, the amendment we offer today is designed to provide authority to the Office of Education to fund programs along these lines.

Our amendment authorizes use of discretionary funds set aside in the Emergency School Aid Act to fund programs conducted by one or more private, nonprofit agencies, in cooperation with local school systems, of special programs for teaching standard mathematics to eligible children through qualified instruction.

Because the pending bill increases the discretionary fund from 6 to 8 percent of appropriations, ample funds should be available if, as we hope; the Assistant Secretary concludes that this approach is worth exploring, and receives one or more acceptable applications.

Mr. President, I am hopeful that the Senate will accept our amendment, and I ask unanimous consent that a collection of materials regarding project SEED, together with the text of our amendment, may appear in the Record at the conclusion of my remarks.

There being no objection, the amendment and material were ordered to be printed in the Record, as follows:

AMENDMENT NO. 1330

Insert at the appropriate place in the bill the following:

SEC. —. Section 708(a) of the Emergency School Aid Act is hereby amended by the addition of the following subparagraph (3):

"(3) The Assistant Secretary is authorized to make grants to, and contracts with, one or more private, nonprofit agencies, institutions or organizations, for the conduct, in cooperation with one or more local education agencies, of special programs for the teaching of standard mathematics to children eligible for services under this Act through instruction in advanced mathematics by qualified instructors with bachelors degrees in mathematics, or the mathematical sciences from colleges or other institutions of higher education, or equivalent experience."

AMENDMENT NO. 1330

Mr. MONDALE. Mr. President, I have one more amendment. I call up my amendment No. 1330.

The PRESIDING OFFICER. The amendment will be stated.

The legislative clerk proceeded to read the amendment.

Mr. MONDALE. Mr. President, I ask unanimous consent that further reading of the amendment be dispensed with.

The PRESIDING OFFICER. Without objection, it is so ordered; and, without objection, the amendment will be printed in the Record.

The amendment, ordered to be printed in the Record, is as follows:

Insert at the appropriate place in the bill the following:

SEC. —. Section 708(a) of the Emergency School Aid Act is hereby amended by the addition of the following subparagraph (3):

"(3) The Assistant Secretary is authorized to make grants to, and contracts with, one or more private, nonprofit agencies, institutions or organizatitons, for the conduct, in cooperation with noe or more local education agencies, of special programs for the teaching of standard mathematics to children eligible for services under this Act through instruction in advanced mathematics by qualified instructors with bachelors degrees in mathematics, or the mathematical sciences from colleges or other institutions of higher education, or equivalent experience."

Mr. MONDALE. Mr. President, this is a minor amendment that would permit the Secretary to make grants for special programs for teaching of standard mathematics to children eligible for services under the Emergency School Aid Act.

Our amendment enables the Assistant Secretary to do as he or she pleases, but identifies this program as one of special importance and hopefulness; and it is one of those programs designed to help disadvantaged children which, in my opinion, deserve special attention and support.

The State of California is a State in which this program has been designed and developed. I understand the Senator from California (Mr. Cranston) would like to be a cosponsor of the amendment. I ask unanimous consent that his name be added as a cosponsor.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. TAFT. Mr. President, will the Senator yield?

Mr. MONDALE. I am glad to yield.

Mr. TAFT. I thank the Senator for yielding. I am a referee of this program in my State. It is a very desirable program. If I am not a cosponsor of the amendment, which I think I am, I ask that the Senator include me as a cosponsor.

Mr. MONDALE. I thank the Senator.

Mr. President, I ask unanimous consent that the name of the Senator from Ohio (Mr. Taft) may be added as a cosponsor of the amendment.

The PRESIDING OFFICER. Without objection, it is so ordered.

Mr. TAFT. Mr. President, I am happy to be a sponsor of this amendment to give the Assistant Secretary of Education the authority to make grants and contracts for the purpose of teaching advanced mathematics to elementary schoolchildren. My staff has been able to witness first-hand a demonstration of the techniques used to teach algebra to fifth graders under a program of special elementary education for the disadvantaged called Project SEED. Project SEED is an 11-year-old project in which professional mathematicians teach advanced mathematics to elementary school children from poverty and minority backgrounds.

The project started with one man, Bill Johntz, in Berkeley, Calif., but is now an international project, and for the past 2 years has been operating very successfully in my State of Ohio.

The Ohio program began in Columbus in 1972, and in Cincinnati in 1973. Over 1,000 children in these school districts have received SEED instruction to data. Mathematicians and scientists from numerous research corporations and universities have been involved with the project. For example, in Columbus, scientists from the Bell Telephone Laboratories, the Battelle Research Institute, Ohio State University and Industrial Nucleonics have been involved. In Cincinnati, the General Electric Corp., has sponsored a major demonstration of the project together with Ford, WCET, and the Jurgens Foundation.

General Electric has recently indicated that it will both contribute mathematical scientists and engineers to the project, and take the lead in providing financial contributions to run a much enlarged, long-term program. I have received a letter from Mr. Gerald Klien, manager, community and urban affairs for the General Electric Co., in Cincinnati, expressing his support for Project SEED, and ask unanimous consent that it be inserted in the Record at the conclusion of my remarks.

The Presiding Officer. Without objection, it is so ordered.

(See exhibit 1.)

Mr. Taft. Other major public demonstrations of Project SEED in Ohio have been sponsored by Columbus Model Cities Agency, and the Ohio House and Senate Education Committees.

Project SEED's results to date have been most gratifying. Last year, in Columbus, the students in SEED classes gained approximately 2 months' growth for each month of exposure in standardized arithmetic basic skills testing alone.

I am extremely hopeful about the opportunities which Project SEED can provide for disadvantaged children to succeed in a vital subject area such as mathematics. To borrow from Plato:

> The direction in which education starts a man will determine his future.

Exhibit 1

General Electric Co.,
Cincinnati, Ohio, April 19, 1974.

Senator Robert Taft, Jr.
U.S. Senate, Committee on Labor and Public Welfare, Washington, D.C.

Dear Senator Taft: William Johntz of Project SEED has mailed me a copy of the letter sent by you and Senators Kennedy and Mondale to Charles B. Saunders, Jr., Acting Assistant Secretary for Education, on April 11.

On behalf of all my associates here at General Electric, many thanks for your support of SEED. This program—in which professional mathematicians teach college-level math to full-sized classes of elementary school children—seems to me to offer real hope for improving the quality of elementary school instruction across the board, and especially for opening the door for thousands of minority youngsters to prepare for well-paying technical careers.

As you may have heard, GE recently teamed up with Ford, WCET and Jergens Foundation to sponsor a SEED demonstration in Lincoln Heights Elementary School. Written comments by attending business, university, and media representatives were most gratifying. For myself, I regard SEED as the finest program of its kind ever developed, and dollar for dollar the best possible buy in supplemental educational programs. Nothing would please me more than to see it adopted and adequately funded by the Cincinnati and Princeton school systems.

Again, our sincerest thanks to you for your interest and for your letter to Mr. Saunders.

Sincerely,

Gerald Klein,
Manager, Community and Urban Affairs.

Mr. Pell. Mr. President, I think the amendment is a good amendment. I recommend that it be accepted. It has been cleared with the minority. I recommend acceptance of the amendment and I yield back the remainder of my time.

The Presiding Officer. Is all time yielded back?

Mr. Mondale. I yield back the remainder of my time.

Mr. Pell. I yield back the remainder of my time.

The Presiding Officer. All time is yielded back. The question is on agreeing to the amendment.

The amendment was agreed to.

Congress of the United States,
House of Representatives,
Washington, D.C., March 3, 1975.

Hon. Daniel J. Flood,
Chairman,
Subcommittee on Labor-HEW.

Dear Mr. Chairman: We would like to draw your attention to, and express our support for, a unique program for poverty and minority children called

Project SEED. All of us have some knowledge of the dramatic effectiveness of this program.

SEED is a 12-year-old program wherein professional mathematicians and scientists (from major universities—California, Yale, Princeton, Michigan—and research corporations—IBM, Bell Labs) teach abstract, conceptually oriented mathematics to full-sized, unselected classes of disadvantaged elementary school children.

Senators Mondale, Taft, and Kennedy were the principal sponsors of a successful amendment to H.R. 69 in the 93d Congress to insert a section (708(a)(3)) into the Emergency School Aid Act whoch would make it possible for programs such as SEED to be carried out on a national basis.

We understand that your subcommittee is now considering appropriations for the emergency school aid program. We would like to indicate that you would have our full support in communicating to the administrators of emergency school aid the importance that we attach to this section, and our hope that it will be adequately funded among the other ESAA sections and administered in the spirit in which the legislation was passed.

Sincerely,

Augustus F. Hawkins, John B. Anderson, James J. Florio, Bella Abzug, Glenn Anderson, Les AuCoin, Herman Badillo, Alvin Baldus, Alphonzo Bell, Jaime Benitez, Jonathan Bingham, George Brown, Yvonne B. Burke, William Clay, John Conyers, James Corman, Dominick Daniels, Ronald Dellums, Robert Drinan, Robert Edgar, Don Edwards, David Evans, Harold Ford, Bill Frenzel, Benjamin Gilman, Floyd Hicks, Marjorie Holt, Andrew Jacobs, Barbara Jordan, Edward Koch, Parren Mitchell, Morgan Murphy, Robert N. C. Nix, Richard Ottinger, Claude Pepper, Charles Rangel, Thomas Rees, Donald Riegle, Robert Roe, Stephen Solarz, Fortney Stark, Bob Traxler, Guy Vander Jagt, Richard Vandeer Veen, Charles H. Wilson, *Members of Congress.*

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, D.C., March 12, 1975.

Congressman DANIEL J. FLOOD,
Chairman, Subcommittee on Labor-HEW
Committee on Appropriations.

DEAR MR. CHAIRMAN: The purpose of this letter is to indicate my strong endorsement of additional funding for Project SEED in the fiscal year 1976 budget. As you know, SEED has made spectacular progress in the development of new techniques in the teaching of mathematics to disadvantaged elementary schoolchildren.

Apparently, these appropriations come under emergency school aid, and I would hope you would give every consideration to a $5 million request as authorized under section 708(a)(3) of the Emergency School Aid Act.

Any attention you can give to this worthy effort would be most appreciated.

Sincerely,

MARVIN L. ESCH,
Member of Congress.

[From Newsweek, May 4, 1970]

THE COMMON LANGUAGE

The instructor wrote a complicated algebraic formula on the blackboard and then turned to his class. "Give me a sentence that will check that," he said, as a forest of lands shot into the air. One student carefully presented a description and development of the equation. The others loudly disagreed, some of them waving both hands like semaphores. The instructor went around the room in random order, asking probing questions, involving everyone. By the end of the hour, the students had talked their way through exponentation, roots and logarithms—and, with a final exuberant burst of mental energy, had used logs to discover irrational numbers.

Ethnic

For the professionalism of its approach, the class would have been on the university level. But in fact the 24 students—Most of them black or Mexican-American—were fifth and sixth graders from the impoverished Del Paso Heights Elementary District in Sacramento, Calif. Their average IQ, by standard testing methods, was below 100. Yet they were working routinely with advanced mathematics, clearly understanding what they were doing and loving every minute of it.

While most ghetto classroms around the country remain tragic exhibits of American society's failure to teach the simplest material to the children of its ethnic underclass, 700 elementary students in the Del Paso Heights district have been racing through advanced math as part of an exciting project called SEED (for special elementary education for the disadvantaged). SEED is the brainchild of William Johntz, a lanky, 47-year-old former high-school teacher who, like many educators concerned about teaching ghetto kids, long ago concluded that the schools were failing because they had not as yet found a way around using white middle-class methods and language with poor, nonwhite students. Johntz, however, took his analysis a step farther. He reasoned that if language skills, with their forbidding overtones of white culture, were a stumbling block, then math, which is culturally neutral, might be the right place to start. Seven years ago, he began testing out his theory by devoting his lunch hour to teaching algebra to classes of black elementary school students.

The experiment worked so well that Johntz now devotes all of his time to selling his unique mixture of Socratic method and serious math to school administrators, legislators, and businessmen. Thanks to the undeniable success of both his method and his persistence, a score of school districts in California, Alaska, and Michigan have publicly funded SEED projects, and the program is rapidly spreading elsewhere.

Status

Wherever it is taught, SEED involves the same tough material—abstract, conceptually oriented high school and college algebra. Anything simpler or more verbally oriented, Johntz believes, would fail for the same reasons other programs compensatory education frequently strike out: they are obviously rudimentary and so culture bound that they turn off even the lowest achievers among poor, nonwhite students. "No black kid is going to feel better about himself for winning a watermelon-eating contest," Johntz argues. "If you're going to motivate kids, they've got to have success in a high-status area."

High-status areas, of course, require highly trained teachers, Johntz believes that at a minimum, a SEED math teacher should hold a college degree in math. While a poorly schooled teacher can destroy a child's confidence by calling his answers wrong, the highly trained mathematician, through his deep understanding of the structure of the subject, is able to explore the possible value of unexpected responses.

Cheerios

In the Del Paso Heights District—the fourth poorest in California—Johntz's math specialists, several of whom work at IBM, have made their subject popular that the SEED office has become a hangout for students. They come in and try to teach math to the secretary and anyone else who will listen. And some SEED students even substitute as math teachers at nearby grade schools and junior highs.

"I like the work," explains 12-year-old Julius Humphrey, "cause they ain't no other kind of work like it." Christine Gonzales, 11, enjoys teaching too. "It builds up your vocabulary," she told Newsweek's William J. Cook, "because of all the words we use" (some of those words are student-invented math symbols like the "cheerio," which is an infinite number equal to all the breakfast-table Cheerios in the world).

But SEED math does not only teach math lingo. Del Paso teachers have noticed that SEED students have lost their fear of the parts of speech. The program also means more than just math to the young mathematicians who teach SEED classes. George Drake, a 26-year-old doctoral candidate who helps instruct the black and brown algebraic prodigies, puts it simply. "This is the first time," he says, "that I've been able to apply math to anything socially useful."

[From the New York Times, May 12, 1970]

Easier Path to Algebra for the Poor

(By William K. Stevens)

Long before William F. Johntz succeeded in teaching algebra to elementary schoolchildren from poor families, he had become convinced that all children—until they come to hate mathematics in school—have "a lust for and high facility in abstract thinking."

He reasoned that math is a widely despised subject largely because children are confused and "corrupted" by elementary schoolteachers who know too little about the subject.

Further, he thought that if industrial and university mathematicians, with no conventional teacher training, would go into the schools for 40 minutes a day and apply the ancient teaching precepts of Socrates, they could lead children to confront directly the orderly, elegant realm of algebra.

And if that were carried off, Mr. Johntz concluded, young children from even the most deprived backgrounds would soon master concepts that have frustrated and eluded many a high school and college student over the years.

TESTING THE THEORY

Mr. Johntz, a former mathematics teacher from Berkeley, Calif., has put his theory to the test. About 200 mathematicians and scientists from such schools as the University of California and such concerns as the International Business Machines Corporation are now teaching algebra in more than 350 elementary classrooms scattered from California, where the program is financed by the State, to Alaska to Connecticut and New York.

On the basis of this test, Mr. Johntz feels he has shown his theory to be true. For example:

In New Haven's Dwight Elementary School a few days ago, Tad Day, a 31-year-old biophysicist mathematician who commutes between Stanford and Yale Universities, was leading 24 fifth graders—most of them black and most of them poor, none of them specially selected—through a mathematical forest in which most people lose their way.

Mr. Day was trying to get the children to discover on their own this algebraic truth. When you add up a string of consecutive numbers extending from 0 to an upper limit (say, 10) the result will always be one-half the upper limit multiplied by a number equal to the upper limit plus 1.

This proposition embodies a process called summation, which is a basic underpinning of integral calculus. It was expressed on the blackboard at Dwight School in this equation:

$$\sum_{i=0}^{10} i = (10) \times (\tfrac{1}{2}) \times (10+1)$$

In the equation, the large Greek letter sigma stands for "summation." The lower limit of the string of numbers is expressed by "i = 0," the upper limit by the "10" above the sigma.

Mr. Day called on one of several children frantically waving their hands to read the "true sentence," as he calls all equations. The child did, quickly and correctly.

"The summation from 'i equals 0,' up to 10, equals the quantity 10 times the quantity one-half, times the quantity 10 plus 1."

LOGICAL PROGRESS

This was no mere repetition by rote; the class clearly knew what the equation meant. This was demonstrated earlier when Mr. Day skillfully led the children from one logical mathematical step to another. Along the way he got them to express and test their own ideas about how the numbers relate to each other.

Mr. Day's technique was Socratic in that he would ask a child a question, usually one requiring analysis, then accept the child's reply without demurring. Then he would ask, "Who disagrees?" If several pupils did, he would ask the first child to call on one of his classmates "to help you out."

In this way, the answer or analysis would be subjected to criticism by others in the class. Never did Mr. Day provide an answer himself. And never did he tell a child his answer was wrong.

Using this technique, Mr. Day got the children to write the numbers from 0 to 10 in order, than add them up and find that they total 55. Then he led them to dissect and manipulate the string numbers, and soon the class had developed the second half of the summation equation, and tested it out to see if it produced 55. It did.

It was then only a short step to substituting the Greek letters Alpha and Beta for numbers, and the children had created a general statement of mathematical truth.

Through it all, there was sheer electricity in the air. Virtually every child was obviously and thoroughly involved in what was invariably described as fun.

Miss Etta Fisher, the class regular teacher, was somewhat skeptical when the 4-day-a-week program began last fall. But she says Mr. Day's activities have caused her children to brighten up, speak more, show more confidence in themselves.

She pointed out a boy who "didn't do any arithmetic papers at the first of the year," and who sometimes was a behavior problem. Now he is turning in papers regularly, and getting one-hundreds on them. And he no longer causes trouble, says Mrs. Fisher. Furthermore, she added, the whole class performance in regular arithmetic lessons has improved greatly.

Her judgment tallies with the preliminary findings of the first controlled study of 200 elementary school classes taking part in the venture—Project SEED (for special elementary education for the disadvantaged), which was started by Mr. Johntz in Berkeley 7 years ago.

The independent study, carried out by the California Institute of Technology, involved unselected second- and fifth-graders in regular-size classes across California who took part in Project SEED for 1 year.

SUCCESSES REPORTED

The recently disclosed preliminary findings show that SEED classes did much better in understanding principles of algebra and geometry, says Dr. Robert P. Dilworth, the Caltech math professor who directed the study.

Mr. Johntz, a lanky, graying, 43-year-old who still directs the SEED classes in Berkeley, is something of an evangelist for the program he started.

He travels about the country much of the time, teaching, demonstrating classes and afterward telling stories like the one about how fifth-graders from Los Angeles' Watts district after 5 weeks of algebra from a mathematician, taught the subject to classes of non-mathematical students at the University of Southern California.

Last fall, he astonished members of the Michigan Legislature by putting a class of 31 black youngsters from a Detroit ghetto through their algebraic paces in a statehouse demonstration, with the result that there is now a bill before the House to finance Project SEED throughout the State.

Mr. Day who signed up as an instructor after seeing one SEED class in Palo Alto, established the program in New Haven, and last week he and Mr. Johntz introduced it in Ossining's Park School where four mathematicians and physicists from the IBM Watson Research Center in nearby Yorktown Heights are participating.

Mr. Day and Mr. Johntz also have introduced the program to P.S. 9 at 100 W. 84th Street in Manhattan, and P.S. 113 at 113th Street and Seventh Avenue, to begin before this school year is out.

The idea of having the expert—a graduate student or doctoral degree holder—confront young children is central to the SEED concept, Mr. Johntz explained in an interview in Ossining the other day.

"I myself look forward to the day when people in the business will be deeply involved in elementary work," Mr. Johntz said. "I hope people who have Ph. D.'s will all teach at the elementary level part-time, and that the day will come when they will have to explain why they aren't."

[From Sepia, November 1970]

The Students Take the Initiative in a Sharp Switch in Technique That Bears Sweet Fruit

The notion that mathematics is a subject only for adults was exploded recently when two 10-year-old Harlem schoolgirls from P.S. 113 taught high school algebra to 60 teachers at New York University's School of Education.

The session lasted 2 hours. When it ended the teachers (who were the students) were astounded by the knowledge of their instructors. A few admitted they could not keep up with the lesson.

The professors were Paula Smith and Sharon Hunter, both from a Harlem public school, who have participated in a 6-weeks experimental program called Project SEED (special elementary education for the disadvantaged).

One thousand New York schoolchildren took part in the Program. Sharon and Paula were among those few chosen to teach others, in this case the teachers, and all this after 6 weeks training.

Project SEED is the brainchild of Berkeley, Calif., educator William F. Johntz, its founder and director. SEED already exists in 22 California school districts and in Nome, Alaska, and New Haven. Next year it will probably expand to Portland, Oreg., Bloomington, Ind., New York City, and possibly other areas, including Michigan where Johntz astonished State legislators with a demonstration using local disadvantaged children.

Project SEED goes on the assumption children can learn algebraic concepts usually reserved for high school and college students. This is backed up by an impressive lineup of intellectuals, including Prof. Robert B. Davis, formerly professor of mathematics at MIT and Prof. David A. Page, University of Illinois.

This basic truth—if such it can be called—has been termed "One of the most important discoveries ever made in regard to the teaching of mathematics."

The social benefits of this discovery—that young children can learn advanced math—are enormous, especially for the disadvantaged.

Many Negro children entering the first grade have spent 6 years listening to bad English spoken in their homes and neighborhoods. They have not, however, been subjected to 6 years of bad math. The Negro student often works from negative position in English, while in math he usually starts from zero—at the same position as a beginning student from any other background.

The abstract subject—mathematics—becomes the gerat equalizer from which all blessings flow. Success in math gives motivation in every other subject area, especially in job and college opportunities.

Paula and Sharon, fifth grade students from a ghetto area Harlem school, put on a show that was an eye opener for their class of teachers. They used the discovery method they had been taught, in which the teacher asks questions, gets the students involved. It is an audience participation technique in which the concepts come from the students.

Sharon and Paula imitated every technique and gesture they had picked up from their teachers, three young women, all of whom are graduate students in mathematics. It was obvious they were having a good time, and so was the class. For the information of the experts, they were demonstrating exponentiation, derived in terms of binary operation and not in terms of notation.

LOW EXPECTATIONS RAISED

It was a myth-buster all around. The class of young teachers, many of whom will be going into schools in disadvantaged areas, saw what could be done with the right teaching, the living example of which was before their eyes.

"Teachers of culturally deprived children often have low expectations for their students. This is due partly to the teacher's prejudice and partly to the low achievement of the students. The expectation of these teachers can be raised dramatically when they see their children learning conceptually oriented mathematics.

"This effect is particularly vivid when the children are of elementary school age." So says Director William E. Johntz.

The demonstration was a strong plus for math as the great equalizer. Sharon and Paula proved it all over again. Math, then, could prove to be a balance wheel in making education equal.

It's an ego booster. The effect on the children is dramatic, since their success gives them the confidence they need to improve their work in general.

Mr. PATTERSON. Project SEED's acronym is special elementary education for the disadvantaged, but that name doesn't really tell you what the program is. I am going to make a couple of statements about the program that will help to describe it.

First of all, it is a 12-year-old program that was started by William Johntz, himself. In this program we have found that elementary schoolchildren from even the most deprived backgrounds are capable of doing advanced mathematics at the high school and college level of sophistication.

To lend some credence to that statement, in my own statement is a letter from George Backus, a former professor of mathematics at MIT who observed a class of Project SEED in its first week. He said, "My direct observation indicates clearly that the children"—and he is speaking of children from the lowest economic school in San Diego—"do grasp concepts which some of my undergraduate mathematics students at MIT were vague about, and that the children show a genuine intellectual curiosity which I would be glad to see more widespread among our graduate students at UCSD."

No one in our project has met Professor Backus. His letter is unsolicited, and it is representative of the kind of comment that professional mathematicians and scientists throughout the country have made about Project SEED.

I offer my own case in point. My Ph. D. is in pure mathematics. I was on the mathematics faculty at Princeton University. Project SEED has, for the first time, brought persons from the professional mathematics, physics, and science worlds of major universities and research corporations into the public schools to work with disadvantaged children in this area of higher mathematics on a daily basis.

Again, to indicate the kind of support for this program from the corporate world, I would like to point to the second page of our enclosure, which is a letter from the manager of community and urban affairs of the General Electric Corp. in Cincinnati. His name is Gerald Klein, and he says,

> For myself, I regard SEED as the finest program of its kind ever developed, and dollar for dollar the best possible buy in supplemental educational programs.

Another point I would like to make before completing my statement about Project SEED is that we have not only discovered that young children can do mathematics at a very high level, perhaps as well or better than university students, but we have also found that they can teach mathematics at this level. In a number of cases we have had children in our project teaching mathematics to adults. The last page of the enclosures which I presented to you is a story of Sepia magazine about a 10-year-old child from P.S. 113 in Harlem teaching algebra to a class of students at NYU, strange as that may sound.

If I may go back to the purpose of our testimony here, there has been a great deal of interest in Project SEED in Washington and in the Congress. Last year, Senator Kennedy and the educational staff seminar invited us to give a demonstration class of our project in the Senate. We chose a random fifth grade class from a public elementary school in Anacostia. After working with the children for about a week, when we brought them to the Senate, they were doing a very satisfactory job of handling mathematics concepts that are normally found either at the end of the high school curriculum or the beginning of the university curriculum. The program was most impressively received by the Senate. Senators Mondale, Taft, and Kennedy introduced an amendment to H.R. 69 specifically with the purpose of setting up Project SEED on a national basis.

This amendment gathered a number of cosponsors in the Senate, passed the Senate unanimously and was included by the conference committee in H.R. 69. It creates a subsection in the special projects section of the Emergency School Aid Act. This subsection is called abstract mathematics program and provides for Project SEED to be set up on a national basis.

The program is now in its 12th year, and has been evaluated any number of times by independent organizations. Specifically, reference to one of the evaluations is contained in the third page of the enclosures, a letter from the California Department of Education, Division of Compensatory Education. This letter verifies what we say about the achievement of the children.

The last point that I want to mention is the cost figure of our program. We are able to provide this excellent educational experience for poverty and minority children for under $200 per student per year. As far as we have been able to ascertain, this figure is very much less than those of other compensatory education programs with any kind of record of successes. There is one main reason for our low cost figure, and that is that we have devised a method enabling one adult to work successfully with 30 children in a supplemental framework. Most compensatory education programs with a record of success usually involve one adult and a small number of children, and this, of course, is perhaps a major factor in cost of education.

Mr. Chairman, I thank you again for the opportunity to speak to your committee. Project SEED hopes that this will be the beginning of a long, pleasant acquaintance.

EDUCATION PROGRAMS

WITNESS

THOMAS P. MURPHY, PRESIDENT, NATIONAL ASSOCIATION OF SCHOOLS FOR PUBLIC AFFAIRS AND ADMINISTRATION

Mr. FLOOD. Thomas P. Murphy, Patrick, I assume. Mr. Murphy is president of the National Association of Schools of Public Affairs and Administration.

Mr. MURPHY. I have Dean Collins from American University with me. He is chairman of our Government Relations Committee; and Donald Blandon from our Washington headquarters.

Mr. FLOOD. All right.

[Mr. Murphy's complete statement follows:]

Mr. Chairman and members of the subcommittee, thank you for inviting the National Association of Schools of Public Affairs and Administration (NASPAA) to appear before you to share our views concerning the public service education portions of title IX of the Higher Education Act. I am Thomas P. Murphy, president of NASPAA and executive director of the Institute of Urban Studies, University of Maryland. With me today are Morris W. H. Collins, Jr., chairman of our NASPAA Governmental Relations Committee and dean, College of Public Affairs, the American University, and Don M. Blandin, our NASPAA staff director in our Washington, D.C., office.

The National Association of Schools of Public Affairs and Administration, with a membership of more than 150 colleges and universities, urges this subcommittee to continue its support of better public management for all the governments of this Nation by increasing the appropriation for title IX, parts A and C of the Higher Education Act for fiscal year 1975–76. We are a professional education association dedicated to the advancement of education and training in public affairs and public administration. The association forsters goals and standards of excellence in education for the public service and cooperates with governmental organizations, professional associations, and national public interest groups to improve the quality of public management.

This statement is an earnest effort by those involved in preparing men and women for managerial positions in local, State, and national governments to apprise the Congress of the critical need for upgrading and expanding public administration education in this Nation.

CRITICAL NEEDS IN PUBLIC MANAGEMENT

Government on all levels throughout the United States desperately need administrators who are properly trained in public management. The growing economic adversity, the increased pressures on governments to do more with less, the demands for better utilization of natural resources, and the growing insistence of citizens for greater participation and a much higher degree of accountability (moral and otherwise)—all of these forces accentuate the need for better managers throughout our Nation's entire governmental structure. To fail to meet these needs will be to invite disaster.

The Congress, recognizing these acute needs for managerial talent, appropriated just a few weeks ago the modest sum of $4 million to initiate the public service education program. With this $4 million, a start will be made toward supplying all governments, but particularly State and local units, with the kinds of managerial talent required to effectuate essential public programs.

WIDESPREAD SUPPORT BY PUBLIC OFFICIALS

There is widespread support for the public service education program by public officials throughout the Nation and by their associations. These officials and their associations presented to the Congress their assessment of the critical needs for properly educated managerial and leadership talent in their local and State governments. Mayors, county commissioners, city managers, State officials, and the associations representing these officials all have expressed strong support for funding this program as a means of relieving the present shortage of competent administrators.

It should be noted that the following organizations have been involved through the years to support of the authorization of this funding and of the funding itself; the American Public Works Association; the American Society for Public Administration; the Council of State Governments; the International City Management Association; the International Personnel Management Association; the National Academy of Public Administration; the National Association of Counties; the National Conference of State Legislatures; the National Governors Conference; the National League of Cities; the National Municipal League; and the U.S. Conference of Mayors.

NEED FOR INCREASED APPROPRIATIONS

Actually, it was the strong belief of these public officials and of their organizations that a sum considerably greater than the $4 million appropriated for the current fiscal year would be required to mount the kind of public service education program needed to alleviate their management and leadership shortage. The leadership of this subcommittee and other congressional leaders had also proposed initially a higher level of funding—something on the order of the $10 million being proposed here for the second year.

There was understanding by public officials supporting the large appropriation, however, that the Congress was operating under severe fiscal restraints; accordingly, there was acceptance of the very modest initial appropriation. These public officials believed that the value of this program, even on a small scale, would quickly prove itself and lead to more adequate funding in the future. That future is upon us. Now is the time to commit additional funds to the public service education program.

Because the appropriation for the current fiscal year was enacted only recently, the program has not yet gotten underway. As yet we do not have any success stories to tell; however, it is the belief of the National Association of Schools of Public Affairs and Administration and of the State and local public officials and their associations supporting this program that the small amount appropriated this year should be increased next year so that the program can be funded at a level which will have a national impact on the quality of public management.

Our association, therefore, urges this subcommittee to appropriate $10 million for the public service education program for fiscal 1975-76, with $6 million earmarked for grants to strengthen existing university educational programs in public management and to establish new ones, and $4 million earmarked for fellowships to encourage students to pursue an education designed to prepare them for managerial careers in Government.

INSTITUTIONAL GRANTS FOR QUALITY EDUCATION

Currently, over 150 universities offer programs to educate students for general managerial positions in local, State and National Government. The $2.3 million appropriation for the current fiscal year will support grants to only 23 of these institutions. This leaves over 125 programs, many of them small and of marginal quality, unfunded. The increased appropriation would allow approximately 60 more universities to upgrade their programs or to establish new ones.

Governments in some areas of the Nation do benefit from strong public service education programs offered in nearby universities. What is needed is far more strength in all sections of the United States to meet State and local needs where they actually exist. Universities provide talent for regional job markets. Graduates tend to find positions in the States and region where they attend college. We must have strong public management education programs in every section of this Nation to serve all States and localities. Additionally, State and local governments increasingly look to universities for technical assistance when they encounter management problems. Strengthened programs are required to provide such assistance.

Vast new responsibilities are being thrust upon State and local governments. They lack the managerial and administrative capabilities to fulfill these responsibilities. They desperately need trained managers; but the universities, due to the lack of financial resources, are not able to launch the kind of public service education programs which would produce the kinds of managers these governments require.

Universities cannot meet the demand for top-quality managers by themselves. Inflation, escalating fuel costs, and student-parent resistance to tuition increases, due in part to depressed economic conditions, have placed the universities of the Nation under severe financial duress. To shift and reallocate resources within a university is a terribly difficult matter under any circumstances; at a time of severe fiscal stress, it is virtually impossible. Monetary reductions, savings, and increased revenue realized through some academic programs must go toward making up deficits, not toward financing new programs or strengthening weak ones, no matter how great the student needs or public demands.

It is most unfortunate that this financial crunch is occurring at the very time when there is such a critical need for strengthening public service education. In any event, it is rather clear that universities will not be able to strengthen weak programs or establish new ones to train management personnel for the public service unless there is a stimulus from the outside.

MORE FELLOWSHIPS TO ATTRACT THE BEST TO PUBLIC MANAGEMENT

Students are also hard-pressed for money. Graduate education is expensive, and many highly intelligent men and women with the leadership and managerial potential needed in the public service cannot afford to go to graduate school without financial assistance. The $4 million being sought for fellowships in the public service education program would enable approximately 600 students to prepare for a public service career.

Actually, this expenditure for fellowships should be looked upon as an investment by the Government to satisfy the management needs of Government, not the needs of students.

There is a wide variety of fellowship programs in many different occupational fields within the public service, each designed to draw students into a particular specialized field of governmental service. How strange it is that education in all kinds of functional governmental areas should have been funded while leaving the most important area of all, general management, in such a disadvantageous position without fellowship funding. Current economic conditions make it rather certain that students will choose education in those areas which are financed rather than go into the public service education programs if they are not funded.

It is not enough to rely on broad and generalized kinds of fellowships for the public service. The Harry S Truman Memorial Scholarship Act, providing for Truman scholarships, is an example of this kind of program. These proposed scholarships are indeed a worthy tribute to one of America's greatest leaders. They are designed, however, to attract a limited number of persons (probably not more than two from each State, undergraduates as well as graduates) into a broad and generalized career in public service.

This Truman Scholarship Act will in no sense meet the needs designed to be met by title IX of the Higher Education Act. The great need in the public service, as iterated over and over in this statement, is for managerial talent, persons specifically and explicitly trained to be managers in Government. This is the narrow and critical need in governments at all levels in this Nation today.

The public service education provisions of title IX are designed to supply this very need. To compete, to attract the best young people into these programs will require the continued funding of the fellowship proposed in title IX. A substantial increase in the number funded is required to meet the increasingly acute shortages, particularly in State and local governments.

The financial status of students (and of their families) is such that most of them will have to choose educational programs where fellowship funding is available. It would be a tragic mistake to restrict careers in public service management to those who can afford it. We must have in key managerial positions of the public service a broad spectrum of the American populace. The last thing we need in this Nation is an elitist managerial class in Government. We must make fellowship funding available so as to attract students from all socioeconomic strata.

CONCLUSION

We should like to stress, in conclusion, the urgency of the need of governments on all levels for properly educated management talent, the need to strengthen university programs designed to educate persons specifically for managerial and leadership positions in the public service. We, the member institutions of the professional association of programs of public affairs and public administration, ask only the opportunity to demonstrate what can be done with the sums appropriated under title IX, parts A and C to strengthen our educational programs and provide the fellowships to induce more of our most talented youth to cast their lot in public service careers.

This is a program for the future of our Nation, a step toward the kind of government we all want. What we are asking is a partnership, a joining together for better administration on all levels of government through the funding of this appropriation for public service education.

Mr. MURPHY. The National Association of Schools of Public Affairs and Administration is an association of more than 150 colleges and universities dedicated to advancing education and training for the public service.

We are here in support of the public service education portions of title IX. I think that the timing is very critical since State and local governments are being asked to do more now than ever asked before in terms of public services.

We have had, to some extent, some decentralization at the Federal level in terms of revenue-sharing and so on. All of this has put more pressure on State and local governments; the cities, counties, boroughs, and townships. In many cases, I know from personal experience that these governments don't have the depth of trained management talent they need to effectively run public service programs.

The kind of people they need are those who can be trained in our schools of public administration and public affairs. Also, at this time——

Mr. FLOOD. They are not resisting the opportunity?

Mr. MURPHY. No, sir. We have had tremendous support in terms of the need for more people in this field from the city and county managers, mayors, Governors, county commissioners, and so on. All the public interest associations, as well as the national public works association and personnel association have endorsed this program, and we hope to be able to help fill the public service education and training needs which exist.

Two years ago, we did a survey of all the schools in the country turning out students in public administration and public affairs. There were approximately 150 Ph. D. degrees awarded in the whole year, and about 2,300 at the master's level in professional public management.

So there is a great need for more people who will work in this profession.

The first funding for this program was provided last year when you, sir, took the lead in providing $4 million for the program. Our request for the second year is for $10 million, which would be divided approximately $6 million for program development and program improvement at places which already have programs, and $4 million for fellowships.

The institutional support funds in the $4 million already appropriated will help roughtly 23 institutions this coming year. But that will still leave a substantial gap.

We have over 150 member institutions in our association. There are some schools which are too poor to join our association, so there are more schools around than the approximately 150 which we represent.

I would add that we are engaged in all kinds of technical assistance programs to all of these schools. We have just finished developing a set of guidelines and standards for raising the quality of programs at the master's level, and self-evaluation guidelines which the schools are being asked to apply. We are not in the accreditation business, and we don't plan to be, but we are trying to give the tools they need to help themselves to improve their programs.

So as we are starting to use these standards, one of the comments coming back to us from the schools is, "The standards and guidelines are great; we now know what we should be doing but we need the program development funds." The time is bad because universities are cutting back pretty heavily across the country and that is not a time to be establishing new programs or strengthening existing ones. Yet this is the kind of activity which is required to meet the management needs of the State and local governments.

We would like to view the public service fellowships as not so much giving something to students, but as an investment to satisfy the management needs of State and local government. It wouldn't do any good to provide Federal money to the State and local governments if they can't manage it effectively. Without more competently trained public administrators we won't get the full yield out of it.

There have been a few functionally-oriented programs in various specialized fields, but the one area untouched is the whole area of general management; city managers, county managers, and people like this. These are the kinds of generalists that we are working with and are trying to produce. I think the title IX funding will be [illegible] to our efforts.

We would like to point out that the Truman Scholarship Act, which we, of course, support, cannot begin to fill the needs that we are talking about. The Truman Act is very broadly written and will involve all kinds of public sector programs apart from the general management needs of city, county, and State governments. Indeed, because it is set up on an endowment basis, we calculate that it will provide no more than two students per State in terms of funding. So we would like to make clear that it does not replace the purposes of title IX.

In summary, sir, we would like to make the point that we are dedicated to providing this education to students who need it, and working with governments who need those kinds of trained managers, and we don't believe that this kind of training can be restricted only to those who can afford it.

Thank you, sir.

Mr. FLOOD. Thank you very much.

EDUCATION PROGRAMS

WITNESS

DR. WALTER CEGELKA, CHAIRMAN, EDUCATION COMMITTEE, NATIONAL ASSOCIATION FOR RETARDED CITIZENS

Dr. CEGELKA. Mr. Chairman, I would like to thank you for the opportunity to appear here and would respectfully request my written remarks be entered into the record.

Mr. FLOOD. Without objection, that will be done.

[The complete statement of Dr. Cegelka follows:]

Mr. Chairman, thank you for the opportunity for the National Association for Retarded Citizens to appear before this subcommittee today. As you know, our organization, composed of well over 250,000 members, represents the estimated 6 million mentally retarded citizens in our country. Although my testimony today is restricted to those federally financed programs operated by the Bureau of Education for the Handicapped, I am sure you are aware that many other Federal programs impact upon the lives of mentally retarded citizens. With your permission, the National Association for Retarded Citizens will file additional statements concerning the budget proposals for such programs as social services, vocational rehabilitation, research, employment, prevention, development disabilities, and others.

In my capacity as chairman of the National Association for Retarded Citizens' education committee, I am well aware of the tremendous importance of an appropriate education to the lives of mentally retarded individuals. When considering appropriations for the education of handicapped children, one must take into account the many years that handicapped children have been denied what is rightfully theirs, a free, public school education. In this great country of ours, it is shameful to have to admit that one-half of all our handicapped children are receiving inadequate or no services. Our organization has been in the forefront, advocating the right to education in this Congress, State legislatures, local school boards, and the courts.

I am pleased to report that the future looks increasingly brighter. Successful class action court cases in Pennsylvania, Washington, D.C., and Maryland have led to many other class action suits. Many States are now passing legislation to allow all handicapped children an appropriate educational opportunity. The Congress, of course, also rose to the occasion last year when it passed Public Law 93-380, which amended the Education for the Handicapped Act. These amendments contain new State plan requirements which should greatly advance educational opportunities for mentally retarded and other handicapped children. Several of these provisions are worthy of mention here to give you additional insight into the new thrust in education for the handicapped programs. They are:

Priority in implementation must go to the most severely handicapped and to the unserved.

States are required to develop a timetable for providing a free, appropriate public education to each and every handicapped child.

Education services must be provided in accordance with an individualized educational plan, which must be developed with parental participation and must be reviewed and revised appropriately, but not less often than annually.

Due process guarantees are established in the process of identification, evaluation, and the placement of handicapped children.

Education must be provided in the least restrictive setting.

All education programs are placed under administrative responsibility of the State educational agency, even if programs are provided in institutional settings.

All of these new laws and court decisions, while greatly helpful, are only one step in the process of actually setting in place new educational opportunities for the handicapped.

State and local education officials are now faced with the responsibility of finding the resources necessary to establish these special education programs. These include facilities, teachers, supportive personnel, and transportation. Additionally, the unserved children must be identified and their particular educational needs assessed. Add to this the rising costs of almost all materials and services, and you can well imagine the financial predicament the local education agencies find themselves in.

There is no doubt that special education is costly. In certain instances, it can be very expensive. However, our organization has frequently documented the tremendous cost savings in providing early intervention programs, including education, to alleviate as much as possible the handicapping conditions and to allow handicapped children to become productive citizens. The alternative to adequate programing is a lifetime of welfare subsidies and institutionalization. The difference in the cost factors between the productive citizen and the dependent citizen over a lifetime, or even just adulthood, runs into billions of taxpayers' dollars. The obvious savings can never be overexpressed.

Mr. Chairman, you are well aware of the landmark court decision in your State in 1971 which guaranteed a free public school education for all mentally retarded children in Pennsylvania. A recent survey of the progress since 1971 in Pennsylvania indicates that there are approximately 600 mentally retarded children still receiving no service. In addition, an estimated 10,000 retarded children are currently receiving less than appropriate educational services. More than 3 years has elapsed since the decision, and still, some children have not been identified. It is estimated that at least $15 million is necessary for the State of Pennsylvania to fulfill its obligation to provide an appropriate education for mentally retarded children.

This figure does not include programing for other types of handicapped children. The Pennsylvania special education department estimates an additional $90 million is necessary to educate the emotionally disturbed, learning disabled, hearing impaired, and other handicapped children. You know that Pennsylvania is a leading State in educating handicapped children. Imagine the problems most other States are faced with.

Recent Bureau of Education for the Handicapped statistics indicate that of the 7.8 million handicapped children in the United States between 0 and 19 years of age, 3.9 million, exactly one-half, are inappropriately served or unserved by our Nation's school systems. This includes 45 percent of all handicapped children between the ages of 6 and 19 and a whopping 78 percent of all children between 0 and 5 years old. These are truly sad figures. It is estimated that 250,000 mentally retarded children are not receiving any services.

These figures indicate quite clearly the need for the Congress to provide the needed Federal financial support to our school systems so that they might meet the educational needs of these children. They must not be neglected any longer.

Let me now turn my attention to the specific Federal programs operated under the Education for the Handicapped Act.

STATE GRANT PROGRAM—TITLE VI B

Just a few months ago, the Congress, spurred by the able leadership of this committee, appropriated $100 million in the formula grant program to States to initiate, expand, and improve educational opportunities for handicapped children. This appropriation more than doubled—up from $47.5 million—the Federal funds available to States to carry out the new provisions of Public Law 93-380. It is estimated that a minimum of 100,000 more children will be served. Depending upon how the localities tie in local resources, as many as 250,000 more children might be served, doubling the estimated 250,000 children receiving services last year under the act.

This is real progress and the Congress is to be lauded for its efforts. We are faced with a major problem this year however, since the authority to increase appropriations last year was a 1-year emergency authorization, up to $660 million. This authorization for fiscal year 1976 must revert back to the $100 million authorized by Public Law 93-380. We recognize that this is not within the jurisdiction of this committee, but we look forward to your support as we seek additional authorizations for fiscal year 1976 expenditures for the State grant program. Without increased authority, the maximum appropriation will be $100 million, which will lead to decreased services from this year due to the rising costs of services and materials. We recommend you appropriate the full $100 million until such time as increased authorization can be enacted.

Our organization wishes to thank this committee for not agreeing with this administration's proposed rescissions for fiscal year 1975 for this program. That truly would have been disastrous. You are to be commended for your efforts. We encourage you to continue to protect the interests of handicapped children during these difficult financial times.

SPECIAL PROJECTS AND PROGRAMS

While we are chagrined at the administration's request to reduce the State grant program in half—from $100 million to $50 million—we are greatly pleased that the administration has requested substantial increases in the various special projects and programs operated by the Bureau of Education for the Handicapped.

We concur with the administration's requests for the following:

Program:	*Request, fiscal year 1976*
Deaf-blind centers	$16,000,000
Regional resource centers	9,750,000
Media services and captioned films	16,000,000
Recruitment and information	1,000,000
Regional education program	2,000,000

The administration has requested increases in the other special projects and programs as well. The National Association for Retarded Citizens is concerned that these increases will not be sufficient to meet the immediate needs of the population to be served by the programs.

EARLY CHILDHOOD EDUCATION

As we have stated earlier, intervention at the earliest possible time almost always enhances the opportunity for handicapped children to overcome their handicap or to greatly improve their condition. The preschool and early childhood projects funded through title VI C, section 623, are demonstrating a great need to expand educational programs at the earliest possible time. Not only are new projects being set up, but others are being replicated, once properly demonstrated that they indeed are valuable tools toward the amelioration of handicaps.

We urge this committee to increase the appropriation to $25 million, an increase of $3 million over the administration's request.

SPECIAL LEARNING DISABILITIES

The Bureau of Education for the Handicapped considers learning disabilities to be the fastest growing childhood disabling condition in public schools. The administration's budget request would barely provide for meeting the cost-of-living increases, let alone expand services. If any of the special programs operated by the Bureau of Education for the Handicapped needs a shot in the arm, this is the one. We recommend an appropriation of $10 million for title VI G.

SPECIAL EDUCATION MANPOWER

Title VI–D of ESEA provides fellowships, traineeships and an institute for training professional personnel for educating handicapped children. There is no possibility that the 3.9 million handicapped children now underserved or unserved can receive appropriate educational programing without a substantial increase in manpower. Special education personnel is one of the few areas in our country's labor force where a critical shortage of trained personnel exists.

At least 250,000 teachers and supportive personnel are necessary to meet current needs. As school systems attempt to serve the more severely handicapped, more specially trained personnel are needed. Others need to be retrained in the rapidly changing technology of today. Manpower is a critical need and must be met at once. The National Association for Retarded Citizens suggests increasing the manpower development program appropriations to $50 million, an increase of $10.25 million over the administration's request. This is easily justified.

PROJECTS FOR THE SEVERELY HANDICAPPED

School systems are, for the first time, beginning to provide an education for severely handicapped youngsters, those children who require highly specialized services. These are usually the children who are institutionalized if not given special education opportunities in the community. The administration's and the Congress' goal for "full service" education for all children is being pioneered by this program. We request a doubling of last year's appropriation, to $4 million.

RESEARCH AND DEMONSTRATION

This vital program deserves additional funding due to the practical nature of the research and demonstration projects funded by the program. This is not "way out" research but sound projects in new teaching techniques, curriculum development and materials development. In addition, special emphasis is given to introducing physical education and recreation as an integral part of the education of handicapped children.

We support a $13 million appropriation for these programs, a $2 million increase above the administration's request.

The chart on the last page summarizes our recommendations for all education for the handicapped programs.

CLOSING PROGRAMS

Mr. Chairman, the National Association for Retarded Citizens takes pride in the advances already achieved in educating handicapped children. Thanks to the Congress, the courts, key administration officials, especially those in the Bureau of Education for the Handicapped, State and local school officials, national advocacy organizations and an enlightened public, we have made great strides in achieving our ultimate goal, a full, appropriate education for all children, regardless of the severity of their handicapping condition.

It is all of our responsibility to insure that our current economic situation does not deter this effort. Handicapped children must not be sacrificed to save tax dollars. This would be wasting human lives as well as being extremely poor economics. Once again, we cannot overstress the cost saving incurred in educating our handicapped youngsters.

In closing, I want to congratulate this committee on its past record on behalf of mentally retarded citizens and encourage you to maintain your leadership stance on behalf of those who cannot speak for themselves.

Program	Authorized 1976	Actual 1974	Actual 1975	Administration 1976 request	NARC recommendation
State grant	100,000,000	47,500,000	99,600,000	50,000,000	100,000,000+
Deaf-blind centers	20,000,000	14,055,000	12,000,000	16,000,000	16,000,000
Regional resource centers	18,000,000	5,243,000	7,243,000	9,750,000	9,750,000
Severely handicapped projects	(1)	1,500,000	2,000,000	3,250,000	4,000,000
Early childhood education	36,000,000	12,000,000	14,000,000	22,000,000	25,000,000
Specific learning disabilities	20,000,000	3,250,000	3,250,000	4,250,000	10,000,000
Regional education program	(2)	0	0	2,000,000	2,000,000
Research and demonstration	20,000,000	9,916,000	9,916,000	11,000,000	13,000,000
Media services and captioned films	22,000,000	13,000,000	13,000,000	16,000,000	16,000,000
Recruitment and information		500,000	500,000	1,000,000	1,000,000
Special education manpower development	52,000,000	39,615,000	37,700,000	39,750,000	50,000,000
Total	288,000,000	146,579,000	199,209,000	175,000,000	246,750,000

[1] Part of above.
[2] Such sums.

Dr. CEGELKA. I would hope that your committee, when considering the appropriations for the education of the handicapped, will take into account the many years the handicapped children have been denied what is rightfully theirs, that is, a free public school education. I think it is shameful for us to have to admit that at this time less than one-half of all the handicapped children in the country are receiving adequate services. In fact, some of these children are receiving no educational services at all.

I am pleased to report to you, however, that I believe the future looks somewhat brighter, that successful class action suits in the State of Pennsylvania, for example, as well as in other States, have encouraged many States to pass legislation allowing handicapped children appropriate educational opportunities.

Mr. FLOOD. We even have blind children to a certain extent going in public schools very recently, you know.

Dr. CEGELKA. Yes, sir, just within the last few years. With your permission, I would like to highlight a few points of the new thrust of the education of the handicapped programs under Public Law 93-380. There are: The priority of implementation must go to the severely handicapped and to those children who have not previously been served by public education; States must develop a timetable for providing free appropriate public education to each and every handicapped child; these educational services must be employed in accordance with an individualized educational plan; parents must participate in this process; and finally, these plans must be reviewed at least annually. Further due process guarantees must be established and education must be provided in the least restrictive setting.

What all of this adds up to is that State and local educational officials are faced with the responsibility of finding the necessary resources to establish these special education programs.

Additionally, the unserved children must be identified, their educational needs assessed, and programs developed for them.

It is no secret that special education programs for handicapped children are costly, but our organization, among others, has frequently documented the tremendous cost savings that are provided when early educational programs are implemented that in many cases make possible or allow handicapped children to become productive citizens and adults.

In the State of Pennsylvania, which was the first State, as a result of litigation, to guarantee free public school education for all mentally retarded children, our most recent data indicates that there are still approximately 600 mentally retarded children receiving no service, and while we have talked for some time about the inadequacies in some educational services, I don't feel I could find words to describe the complete lack of services for some children.

In addition, we estimate that there are 10,000 retarded children in Pennsylvania alone who are currently receiving less than appropriate educational services.

The Pennsylvania Special Education Department estimates that $90 million would be necessary today to implement programs for handicapped children in that State.

Nationwide, as I said earlier, I think about one-half of the country's handicapped children are receiving appropriate educational services, and about 250,000 mentally retarded children are receiving no services at all.

With that information as background, let me turn our attention to some specific Federal programs under the Education of the Handicapped Act. We are particularly concerned about the State grant programs, title VI–B.

A few months ago, the Congress, spurred by the able leadership of this committee, appropriated $100 million in the formula grant program to States to initiate and expand opportunities for handicapped children. This appropriation more than doubled the Federal funds available to States to carry out the new provisions under Public Law 93–380.

We would estimate that 250,000 more children will be served as a result of this action.

This authorization for fiscal year 1976, an emergency 1-year authorization of up to $660 million, must revert back to the $100 million authorized under Public Law 93–380. While we recognize that this is not within the jurisdiction of this committee, we do look forward to your support as we seek additional authorizations for fiscal year 1976 expenditures, and we would recommend very highly to you that you appropriate the full $100 million until such time as increased authorizations can be enacted.

We would also like to thank your committee for not agreeing with the administration's proposed rescissions for fiscal year 1975.

Under special projects and programs, we concur with the administration's request for the following: the deaf-blind centers appropriations, regional resource centers, media services and captioned films, recruitment and information, and also the regional education program.

We do have major concerns about a number of other programs, however. The first of these is early childhood education. Preschool and early childhood projects funded under title VI–C, section 623, have demonstrated that early education of the handicapped is money well spent, and we would urge this committee to increase this appropriation to $25 million.

Under specific learning disabilities, we would recommend an appropriation of $10 million for title VI–D under special education manpower with a new thrust of educating particularly the unserved and the severely handicapped children. We would like to see that appropriation set at $50 million, an increase of $10.25 million over the administration's request. And under projects for the severely handicapped we would request a doubling of last year's appropriation to $4 million.

In research and demonstration, we believe that this vital program deserves additional funding due to the practical nature of the research. We are not talking about way-out research but rather sound projects to develop teaching techniques, curriculum development, and materials for severely handicapped individuals, all of which are sorely lacking at this time. We would support a $13 million appropriation for these programs.

The chart on the last page of my written testimony summarizes our recommendations for all education for the handicapped programs. In closing, I would like to thank you for the time you have given us. I know today has been a very hectic day for you, and I appreciate your attention during our testimony.

Mr. FLOOD Thank you very much, Doc.

EDUCATION PROGRAMS

WITNESS

DR. GARY A. EYRE, EXECUTIVE DIRECTOR, NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

Dr. EYRE. Congressman Flood, thank you once again for an opportunity for adult education to present its viewpoints and particularly from the vantage point of the National Advisory Council on Adult Education. The packet, sir, which you have in front of you contains on its left-hand side the statement prepared by the council, which I am pleased to present today, and the information in the right, Mr. Flood, is backup information relative to the demography of the target population which you had encouraged at one time for this council to gather in order to get a better look at the disadvantaged adults in America.

I would simply like to have the record show, Mr. Flood, that the backup documents are there, the target population publication, and the 75 recommendations which we recently submitted to the President of the United States.

I would like the record to include our statement.

Mr. FLOOD. That may be done.

PUBLIC LAW 91–230 (AMENDED PUBLIC LAW 93–380)—THE ADULT EDUCATION ACT

Mr. Chairman and members of the committee, the National Advisory Council on Adult Education appreciates the opportunity to appear before you today to present and discuss the fiscal year 1976 budget request for the Adult Education Act and related education thrusts.

In representing the Council today, my comments will be brief and addressed to adult education programs administered by the States under provisions of sections 304 and 305, and the State plan requirements of section 306 (Adult Education Act).

Earlier this month, the Council transmitted to the President of the United States its 1975 annual report containing target population information, 1975 recommendations, and highlights of Council activities.

On March 10, the Council provided each member of the House and Senate with copies of the annual report which explains and graphically portrays the immense educational problem faced by over 54 million American adults who have not completed their secondary education.

The Council calls your attention to this publication titled "A Target Population in Adult Education," and solicits your comment and support of its recommendations. We do not request inclusion of the document in the proceeding of this hearing. We provide it as suppport for the written and verbal testimony presented today.

The Council recognizes that advance (forward) funding for fiscal year 1976 for adult education was passed by the Congress and signed by the President in the supplemental appropriation for fiscal year 1975; however, in light of the language of Public Law 93-380, proposed rules and regulations, the intent of Congress, and legal interpretations by the U.S. Office of Education, several keys appropriation factors need the attention of this House Appropriations Subcommittee:

NO. 1

The Congress passed in section 313(b) of the Adult Education Act the following language:

"*Appropriations Authorized*

"SEC. 313. (a) There are authorized to be appropriated $160,000,000 for the fiscal year ending June 30, 1970, $200,000,000 for the fiscal year ending June 30, 1971, $225,000,000 for each of the fiscal years ending June 30, 1972, and June 30, 1973, $150,000,000 for each of the fiscal years ending June 30, 1974, and June 30, 1975, $175,000,000 for the fiscal year ending June 30, 1976, and $200,000,000 for each of the fiscal years ending June 30, 1977, and June 30, 1978: *Provided*, That, effective with respect to fiscal years after June 30, 1974, grants to each State under section 305 shall not be less than 90 percent of the grants made to such State agencies in fiscal year 1973, for the purposes of this title (other than sections 310 and 314).

"(b) *There are further authorized to be appropriated for each such fiscal year such sums, not to exceed 5 percent of the amount appropriated pursuant to subsection (a) for such year, as may be necessary to pay the cost of the administration and development of State plans, and other activities required pursuant to this title.* For the fiscal year ending June 30, 1970, and the succeeding fiscal year, nothing in this subsection shall be construed to prohibit the use of any amounts appropriated pursuant to this act to pay such costs, subject to such limitations as the Commissioner may prescribe."

The Council believes this language to be clear in meaning and intent. The Congress may "* * * further authorize to be appropriated * * *"

Since the inclusion of this language in the Adult Education Act, the Congress has not appropriated this additional authorized State administrative sum.

Unfortunately, and in error, the Council believes the U.S. Office of Education has interpreted this language to mean a 5-percent restriction on the expenditure of program dollars for purposes of administering the State plan, when in reality the 5 percent was to be added to State allotments, not subtracted from program dollars. This has forced the States to reduce funding programs (instructional) activities by at least 5 percent.

The Council recommends that this subcommittee explore the complex situation surrounding the USOE 5 percent issue, and recommends an *additional* (beyond the State grant program moneys) 5-percent appropriation to section 313(a) for each fiscal year.

NO. 2

The extension and revision of the Adult Education Act (Public Law 93-380; title VI, part A) requires under section 309 that "of the funds allotted to a State under section 305 for a fiscal year, not less than 15 percent shall be used for special experimental demonstration projects and teacher training."

In the past, the Congress provided the U.S. Commissioner of Education approximately $10 million each fiscal year to carry out the mandates of section 309. In fiscal year 1975, the authority for implementing 309 was placed with each State and each State required to spend 15 percent of the State grant allotment for 309.

The transfer of responsibility for 309 to the States was not coupled with the provision for funding to be added to the State grant appropriation. Again, the States must now reduce the operation of programs to meet the requirements of 309.

The Council strongly believes in the purposes and need for experimental projects and the development of professional staff and, therefore, recommends that the appropriation for fiscal year 1976 reflects additional funding (beyond the advance funding level of $67.5 million) in section 313 to allow States to continue to meet program (instructional) needs and 309 requirements.

NO. 3

The original Adult Education Act enacted by Congress on November 3, 1966, as Public Law 89-750 (ESEA amendments) contained in the Statement of Purpose language which ". . . established programs of adult public education that would enable all adults to continue their education to at least the level of completion of secondary school. . . ."

It was not until recently that rules and regulations allowed the expenditure of State grant moneys to provide secondary education for adults. The States were placing their Federal financial resources in programs directed to providing learning opportunities to adults with competencies below a high school education.

As the elementary education needs of adults were met, States began to make program plans for those adults to continue into a high school level program. The Education Amendments of 1974—Adult Education; Title VI, Part A, requires each State to make available not to exceed 20 percent of the State's allotment for secondary adult programs.

This is desirable. Many States, if not all, want to implement a priority for adult education secondary programs which will then require additional Federal, State, and local funding.

In the past, the State grant moneys have been utilized to fund basic education thrusts (grade 0-8 programs), and now there is a demand and evergrowing need for secondary education programs for adults as was envisioned by Congress.

With program dollars remaining at approximately the same level for the past 4 years, it is the recommendation of the Council that section 313(a) funds be increased to aid in meeting both the elementary and secondary educational needs of adults.

NO. 4

The Council's record and recommendations have always supported the concept of State advisory councils. The Adult Education Act (section 310A) encourages States to establish and maintain a State advisory council.

The National Advisory Council (section 311) maintains that State advisory councils will lend great assistance to the Federal-State-local partnership in adult education.

There is no Federal financial provision for maintaining State advisory councils other than by taking from State program funds support for these State councils.

The National Advisory Council therefore recommends that State grant aid be increased to a level which would permit implementing State councils.

NO. 5

The Adult Education Act stresses program provisions for the following as well as the programs outlined in numbers 1 through 4 of this testimony:

(*a*) Institutionalized persons.
(*b*) Manpower development and training programs.
(*c*) Reading improvement programs.
(*d*) Bilingual adult education activities.
(*e*) The elderly.
(*f*) Improvement of educational opportunities for adult Indians.
(*g*) Community school programs.

Considering the immense educational needs and problems of great numbers of American adults and the excellent opportunities provided by Congress and the

States to meet these, the National Advisory Council on Adult Education recommends the appropriation of $183,750,000 for fiscal year 1976.

This amount is no greater than that recommended in Congressional conference reports of the past 2 years and what is presently contained in the provisions of section 313 (a) and (b) passed on August 21, 1974.

The $183.7 million would be allocated to the States as follows:

1. State plan program: $175,000,000.
2. State administration and development of State plan: $8,750,000.

The National Advisory Council on Adult Education wishes to lend its support to other program concepts contained in the education amendments of 1974 which this committee on appropriations may be presently examining or will examine in the future.

The council supports financial assistance to:

(*a*) Community schools ($17 million for fiscal year 1976);

(*b*) Career education implementation;

(*c*) Consumers' education;

(*d*) Women's educational equity for continuing educational activities and programs for underemployed and unemployed women;

(*e*) Adult education activities for the use of the metric system of measurement;

(*f*) Support of the U.S. Office of Education's request containing funds for implementing the adult education clearinghouse in fiscal year 1976 (section 309A); and

(*g*) Congressional support for the White House Conference on Education in 1977.

In summary, Mr. Chairman, the budget request for Federal adult education programs which the Council is proposing to you and your committee for fiscal year 1976 is one which begins to place an educational priority and national commitment on providing steps toward new learning patterns for adults.

The council recognizes the severe fiscal restraints of today, however, each of us in this room knows the importance we must place on the growth and enrichment of America's human talent.

Dr. EYRE. Thank you.

I would like to take a few moments to highlight the statement in six areas.

The first one, Mr. Flood, when we passed ESEA Act and you had adult education in the appropriation language, section 315, in the bill you indicated that Congress further authorizes to be appropriated funds to the States to help offset the cost of administration.

In Pennsylvania it is approximately $184,000. But that money was never appropriated in addition to the State grant money. That means, then, that all of our States must subtract from program dollars that 5 percent in order to administer the program.

Mr. FLOOD. We are called upon to vote at this time.

[Short recess.]

Mr. FLOOD. We are still on adult education.

All right.

Dr. EYRE. Thank you, Mr. Flood.

To highlight the issue No. 1, once again, Mr. Flood, just for a moment then, is the issue of 5 per centum for State administration. The council feels that the Office of Education is in error in relationship to the mandate by Congress relative to the language of the law that there should be further authorized to be appropriated that 5 percent.

I think the U.S. Office of Education has misinterpreted the 5 per centum language. I think this issue needs to be raised before your committee, particularly since your committee governs the appropriation within that section of the law.

The second issue deals with a 15 per centum factor. A few years ago the Office of Education and the Commissioner had discretionary funds; Congress provide the USOE with $10 million each year to do special research demonstration pilot projects. Under the new education amendments of 1974, that authority and its dollars supposedly were transferred to the States. The authority was, but no additional discretionary funds.

Therefore, once again on top of the 5 percent is another 15 percent that a State director and a State board of education must deduct from the program in order to meet the mandate of the law. So we are taking away instructional programs to meet that 15 percent research requirement.

The councils feel that needs some examination, sir.

Issue No. 3 of 6: A 20-percent factor is in the law. State directors and the Advisory Council certainly agree with the 20-percent issue that there should not be more than 20 percent of the Adult Education Act moneys designated for secondary programs for adults, over and beyond the ABE, the old basic education component.

But once again that opens up a whole new horizon for us in adult education in that now, because of rules and regulations, we can serve those individuals beyond the competency level of eighth grade as adults. So 20 percent now, again, on top of the 15 and the 5, requires additional funding.

Issue No. 4 of 6: You will recall when Congress was on H.R. 69 and the Education Act amendments of 1974 that we, the council, and other associations and agencies, recommended State advisory councils for adult education. That was in the law as permissive legislation. But now once again, Office of Education has determined that if a State department of public instruction is to have a State advisory council, those dollars must be subtracted from the program, because that is administrative cost.

So there is another issue that tends to support the need for full appropriation.

Issue No. 5 of 6: The Adult Education Act stresses other program provisions. In addition to the three I have just mentioned: programs for institutionalized persons, manpower and development program thursts, reading improvement, bilingual education, programs for the elderly, improvement of educational opportunities for adult Indians and the community school program.

In addition to the basic adult program States have, Mr. Flood, we now have these other responsibilities that certainly we should look to and certainly we should add some impetus to, but that also requires dollars.

Considering then the immense educational needs and problems of a great number of American adults, and specifically those mentioned in the Council's annual report, 54⅓ million American adults functioning without the completion of high education there is a great need for full funding assistance.

In your State alone, 50 percent of adults over 25 years of age in the State of Pennsylvania have not yet graduated from high school.

The Council recommends for your consideration and your committtee's consideration, appropriation at $183.750 million for fiscal year 1976. This is a very realistic figure.

That includes, then, sir, the 5 percent issue for State administration which would be added to section 313(a).

The Council wishes to lend its support to other areas of 93–380, the community school thrust, career education, consumer education, women's educational equity, adult activities in the conversion to the new metric system, support for the Office of Education's request to implement the adult education clearinghouse, and also support, Mr. Flood, for Congress' concept relative to the White House Conference on Education.

I am sure, sir, that those who follow me, Mrs. Turner and Mr. Puddington, will lend their support to these issues.

I thank you, sir, for your time, and I know we work in concert in solving these problems.

Thank you, Mr. Flood.

Mr. FLOOD. Thank you.

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION

WITNESSES

DAVID G. PUDDINGTON, ASSOCIATE EXECUTIVE DIRECTOR FOR THE NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION AND THE ADULT EDUCATION ASSOCIATION OF THE UNITED STATES

MRS. MARY G. TURNER, DIRECTOR, ADULT EDUCATION FOR THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Mr. PUDDINGTON. Mr. Chairman, I am David Puddington, associate director, NAPCAE, and also associate director of the Adult Education Association of the United States. I am the designated pinch-hitter today for James Dorland, who is the executive director of NAPCAE.

I have the pleasure of having Mary Turner with me, who is the director of adult education for the public schools of the District of Columbia. Mrs. Turner will make our statement for NAPCAE, the National Council of State Directors of Adult Education, and the National Council of Urban Administrators of Adult Education.

Mr. Turner is the current chairperson of the National Council of Urban Administrators of Adult Education.

Mrs. TURNER. Thank you for allowing us to speak to you this afternoon, Mr. Chairman.

Since we have submitted our testimony, I am going to be very brief, but I would like to say that in both philosophy and concept we do agree with the National Advisory Council in their request for the $185 million. However, we recognize there are both political and economic constraints which confront you at this time.

So you will notice in our testimony that we point out that the $67.5 million which has been appropriated for fiscal year 1976 is not nearly enough to meet all of the problems that have been pointed out and we are making a request for a more realistic $81.5 million, as outlined in our statement that follows.

If I may take just a few minutes, I would like to use the District of Columbia as an example to your committee of the anticipated impact of the requested increase in funds.

Our past record shows that each year an increasing number of persons become employed, receive job promotions, and pass examinations after enrollment in adult education classes. From anecdotal records we learn that others—senior citizens—find new meanings for their lives, become involved in civic matters, and improve their housing and their environment after enrollment in adult education classes. Still others ery importantly manage to come off welfare rolls, thus both upgrading their own lives and saving taxpayers money.

Recently in the District of Columbia, as in other major urban areas across our country, the unemployment rate has escalated sharply, resulting in a sharp increase in enrollment in adult education classes and in requests for enrollment. The 16 to 25 age group shows the greatest increase. In 1 major center, alone, growth in this bracket has been 400 percent since November 1, 1974. In addition, that center as of today has a waiting list of 53 persons, simply because present funding will permit no increase in staff and body stretching of existing staff has reached its limit.

Yet, education for these young adults is the alternative to criminal activities now and in the future, with its overtones of safety in the street and downtown revitalization for economic impact. For a clearer picture, add the newly unemployed older adult who is turning to adult education for retooling to acquire new skills for the new day.

The employment picture will brighten, of course. When it does, if we have had the additional dollars for program expansion, a more capable person will be available to fill the jobs that will appear.

Thus by your affirmative response to our pleas today both the disadvantaged and these supporting the disadvantaged will benefit.

Thank you again for this opportunity to speak to you.

We hope that you will consider carefully our testimony.

Mr. Flood. Thank you.

Mr. Puddington. I ask that Mrs. Turner's testimony be accepted.

Mr. Flood. Oh, yes, without objection, that may be done.

[Statement for the National Association for Public Continuing and Adult Education, the National Council for State Directors of Adult Education, and the National Council for Urban Administrators of Adult Education follows:]

Statement on USOE Adult Education Appropriations for Fiscal Year 1976, by Mrs. Mary G. Turner, Director of Adult Education in the Public Schools of the District of Columbia

Chairman Flood and members of the Labor-HEW Appropriations Subcommittee, thank you for permitting me to appear before you today to discuss the fiscal year 1976 budgetary needs for adult education. It is indeed a privilege for me to come before your subcommittee in my dual role as a practicing adult educator in the public schools of the District of Columbia and as an officially designated representative of the National Association for Public Continuing and Adult Education—NAPCAE—and its two major, national affiliates—the National Council of State Directors of Adult Education, and the National Council of Urban Administrators of Adult Education. I am honored to serve as the elected chairperson of the urban administrators' group. James Fling, director of adult education for the State of Florida, serves as president of our parent organization, NAPCAE; and John Ryan, State director of adult education in Connecticut, is chairman of the State directors' group. James Dorland and David Puddington, who is accompanying me today, provide the professional and staff leadership for these groups in our headquarters offices here in the District of Columbia, and James Miller from Ohio is chairman of our national legislative committee. They all support my testimony and wish you well as you hear a variety of public witnesses. Knowing that you have a formidable task before you, I will keep my comments brief and to the point.

Although I am proud to serve today as the spokesperson for these three organizations which represent a wide range of adult educators from throughout the

United States and its territories, an even greater satisfaction stems from the opportunity I have to speak in behalf of millions of American adults who, to a large extent, have been denied full participation in our society—not just because they might happen to belong to any of the minority groups which have been systematically excluded from enjoying many of the benefits which far too many of our citizens take for granted, but also because they suffer daily from the debilitating effects of undereducation. Because so many of these people face the daily challenge of merely eking out an existence, they have traditionally been unable to speak out in their own behalf. Those of us who have experienced the deep satisfaction and the sense of accomplishment which result from working with adults feel keenly our responsibility and our opportunity. To state our case as bluntly as possible, we need just one thing from you—money, and lots more of it than you have ever granted us before.

Although it might go without saying, there are certain "givens" which I hope all accept. One is that there is a tremendous need for adult education programs in this country, a need which has been only partially met. You have already heard a representative from the National Advisory Council on Adult Education make a plea for full authorization of the Adult Education Act programs at the $175 million level, exclusive of the money needed for administration at the State department of education level. We support that testimony, both from a conceptual and from a philosophical standpoint, and assure you that adult educators could effectively use the full $175 million and whatever else might be voted by your committee. However, we are not living in a dream world. We recognize some of the economic and political factors which must influence your decisions. We further recognize and applaud your previous efforts in which you have already forward funded Adult Education Act programs in the amount of $67.5 million for next year. We are delighted with that action, but we would be remiss if we did not tell you today that the sum of $67.5 million for fiscal year 1976 is not nearly enough money for us to keep up the adult education momentum which has developed over the past 11 years of Federal financial support.

It is probably not necessary—other than in passing—for me to mention some of the indicators of success which have characterized federally funded adult education programs in the past 11 years. In sheer numbers of participants alone, more than 6 million Americans have enrolled in adult basic education classes which have received 90 percent of their funds from the Federal Government under provisions of legislation which since 1966 has been known as the Adult Education Act. When we appeared before your subcommittee last year, the Adult Education Act was operating under a 1-year extension. We were delighted that the Education Amendments of 1974, which were signed into law last August 21, contained a 3-year extension and revision of the Adult Education Act. The fact that this basic legislation has been amended and extended on a number of occasions indicates that it has received congressional acceptance and approval. Furthermore, measured by such varied criteria as cost effectiveness, increase in personal productivity, decrease in dependence on welfare, preparation for employment, job upgrading, and enhanced self-esteem this program presents a success story which is probably unequaled in the annals of American education. Another side of the picture which is frequently overlooked is the fact that the Federal financial contribution is only part of our total investment in adult education. Figures gathered by NAPCAE annually indicate that local school districts spend about as much money for adult education as does the Federal Government, and that the total State contribution is approximately twice the Federal investment. I bring this to your attention because it shows that in a very real sense adult education represents a local-State-Federal partnership which is working quite effectively.

Some of last year's changes in the Adult Education Act which were contained in Public Law 93–380, the Education Amendments of 1974, have influenced the specific funding recommendations which we are making. As for the $67.5 million for State grant adult education programs, we are hopeful that this entire amount can be expended at the local operational level where the need is so great. Section 309 of the new law says that "Of the funds allotted to a State—for a fiscal year, not less than 15 per centum shall be used for . . . special projects—(and) training." Unfortunately, when this new responsibility was thrust upon the States, no additional funds following the responsibility. Therefore, we are recommending that 15 percent of $67.5 million—$10,125,000—be appropriated for State grant Adult Education Act programs in order to give the States the financial capability of carrying out the mandate in section 309. Section 313(b) of the

Adult Education Act states that "There are further authorized to be appropriated for each such fiscal year such sums, not to exceed 5 percent of the amount appropriated . . . as may be necessary to pay the cost of the administration and development of State plans, and other activities required pursuant to this title." Therefore, we recommend that the congressional intent be followed and that an addition $3.88 million be appropriated for State administration. This represents 5 percent of the total of $67.5 million and $10,125,000 which have previously been mentioned. In summary, we recommend the following appropriations for the Adult Education Act for fiscal year 1976:

	Millions
For local operation of State grant programs	$67.5
For special projects and training	10.125
5 percent for State administration	3.881
Total	81.506

We feel that this is a realistic figure and we ask that this Subcommittee give it serious consideration. We greatly appreciate having the opportunity to appear before you in behalf of adult educators across the Nation.

Mr. PUDDINGTON. Thank you.

I also request the testimony on behalf of the Adult Education Association and the Coalition of Adult Education be accepted.

Mr. FLOOD. Yes. We know your groups well.

[Statement for Adult Education Association/USA and the Coalition of Adult Education Organizations follows:]

STATEMENT BY CHARLES B. WOOD, FOR ADULT EDUCATION OF THE USA

This statement is submitted on behalf of the Coalition of Adult Education Organizations and the Adult Education Association of the USA.

We are very appreciative of the fact that you have provided time to hear testimony on adult education appropriations, despite the fact that this program has been forward funded for fiscal year 1976. In view of this fact and in view of the tremendous workload of the subcommittee at this particular time, we are foregoing the opportunity to make an oral presentation but we do want to express our complete support for the statement made by Mrs. Mary Turner and to express our appreciation for the support of this subcommittee in the past for adult education programs funded under the Adult Education Act.

We look forward to further opportunities to appear before this subcommittee when funding levels for fiscal year 1977 are being considered. Of course, we also look forward to the time when the amounts appropriated for adult education can be somewhat closer to those authorized than has been the case in the past.

CHARLES B. WOOD, *Legislative Chairman.*

Mr. PUDDINGTON. Thank you.

I am representing William Flowers, the legislative chairman, and Charles Wood, the executive director of the Adult Education Association, who also serves as legislative chairman for the Coalition of Adult Education Organizations.

Mr. FLOOD. They are not unknown to us.

Mr. PUDDINGTON. Yes, sir. We have been with you before and we always appreciate coming and presenting our testimony to you.

Mr. FLOOD. Thank you.

Mr. PUDDINGTON. Thank you for your attention.

NATIONAL ASSOCIATION FOR EQUAL OPPORTUNITY IN HIGHER EDUCATION

WITNESS

MILES MARK FISHER, EXECUTIVE SECRETARY

Mr. FLOOD. Miles Mark Fisher, executive secretary, National Association for Equal Opportunity in Higher Education.

Mr. Fisher. Mr. Chairman, members of the Subcommittee on Labor, Health, Education, and Welfare, I am Miles Mark Fisher IV, executive secretary of the National Association for Equal Opportunity in Higher Education.

I wish to thank you on behalf of the association for the opportunity to present testimony before this subcommittee as well as your past responsiveness to our concerns.

In view of the time limitations, I will summarize briefly for you our major concerns and request that our full statement be inserted in the record.

Mr. Flood. That will be done without objection.

The National Association for Equal Opportunity in Higher Education represents the historically black colleges and universities of our Nation. There are 107 institutions located in 15 Southern States, 4 Northern States and the District of Columbia enrolling more than 200,000 students. Of the 107 historically black institutions, 21 are community and junior colleges; 87 are 4-year colleges and universities. These institutions graduate more than 30,000 students annually with baccalaureate, graduate, and professional degrees. If we included the graduates during the forthcoming 1975 commencement, these institutions since 1966 would have graduated more than a quarter of a million students with baccalaureate, graduate, and professional degrees.

They have and will be in the foreseeable future a major vehicle for the mobility of many black people and others into all levels of American life. These institutions, despite handicaps created by neglect and malicious intent, have enabled hundreds of thousands of students shackled by poverty and racism to break free. These institutions have earned the right to a continuing service to the Nation.

The historically black colleges and universities represent an existing mechanism that can be improved and used to intensify the positive efforts to equalize opportunity. Unless there is a genuine commitment to eliminate anything adversely affecting the performance of the historically black colleges and universities, enrollment and graduates will decline, thus prolonging the inequities of this society.

Federal support is very vital to the future of these institutions. These institutions continue to need financial support for students, faculty, staff, facilities, equipment, and general institutional support. The Federal Government must continue to provide increased support for these institutions. It will take a continuing effort by the public sector to fulfill a true commitment to equal educational opportunity in higher education.

This statement is an expression of some of the priorities that we feel are important for the future of higher education in general and black instituations of higher education in particular. Comments on some of these priorities follow.

STUDENT FINANCIAL ASSISTANCE

An increase in student financial assistance is necessary if access to higher education is to be provided for all students in America. Students from low-income families, on the whole, have very limited access to other sources of financial aid than other groups within our society.

The average black and low-income student cannot afford college fees. Therefore, fellowships, scholarships, loans, part-time employment, or other monetary relief are a must. This circumstance immediately places an additional burden on the college, as well as the student, and also limits the number of students that can be enrolled. Over two-thirds of all black students could not remain in college without substantial and sustained aid. Over three-fourths of the financial aid comes through the institution and Federal sources. Even with the large number of students now being educated by the black colleges, every year thousands are turned away because of lack of funds alone.

All funds in the respective programs should be increased to accommodate the expanded enrollments at these institutions so that no student will be turned away and turned off because of lack of the availability of financial options for the educational experience.

There is great concern about the future of student assistance programs as they affect the historically black colleges and universities. In view of the way in which the package of resources impacts, these institutions, we believe that for some time to come it will be necessary to have support from BEOG grants, SEOG grants, college work-study, direct student loans, and guaranteed student loans. The rising cost of providing education coupled with the factor of great need as represented by large numbers of students and the dependence of those institutions on funds derived from student assistance make this an imperative.

Basic educational opportunity grants must be funded at a higher level to be effective. This program presupposes that there will be other student financial aid programs to enable this concept to become one of real opportunity for all students. The up to one-half cost limitations presupposes that the other half plus would come from someplace else. Since students would only receive up to half of the cost to attend an institution it would be very necessary that they have available other types of support.

The minimum legal levels of funding in the college based programs that were set forth in the Education Amendments of 1972 will not be adequate to offset the expanded inclusion of full-time, half-time, and proprietary students in the basic educational opportunity grants program as well as allow for the full-time and half-time graduate students participating in the work study and direct student loan programs because of the lack of graduate funds.

Under full funding, a basic grant would be the basic amount for other student aid programs. Without this program at a fully funded level, the amount of other aid program support need increases in proportion to the deficit in the basic educational opportunity program.

Since the thrust of the student aid program is to serve the needy, the basic educational opportunity grants program would hopefully take care of students from low-income families. Without this thrust all need may end up being middle-income and other rather than inclusive of the lower income student.

The awards for this year were very small. In view of this fact a greater amount of the student's package had to come from other sources. Without adequate resources these students could not be properly supported. The funding of SEOG, CWS, and DSL is prerequisite to the funding of BEOG. We support this program at $1.05 billion for fiscal year 1976.

The supplemental educational opportunity grants will provide supplemental assistance to students. With the concept of need that exists, these grants will be utilized by students from all socio-economic levels.

These SEO grants will allow students to have resources to attend private institutions, minimize the debts that would be entailed in attending high cost institutions, keep the diversity of academic institutions available to students, and allow the needed flexibility in financial aid packaging.

This program will help to upgrade grant-wise the deficit in the basic EOG program and/or impact the need of other students. Half-time students are eligible for student assistance.

The supplemental educational opportunity grants were to take the student beyond the minimum basic grant and give flexibility to the packaging process. With an expanded pool of BEOG awardees and the overall crunch on financial aid, this scarce pool of resources is inadequate.

We support this program at a level of $240 million for fiscal year 1976.

The college work study program will allow students to participate in paying for their education. The college work study programs aid the students as well as the institution by providing them with a source of manpower. This program is needed to enhance the ability of institutions to package creative and resourceful work opportunities for students.

This program must consider the half-time students—both undergraduate and graduate—as well as full-time graduate students. With the cut in funds for graduate education, this program will be heavily tapped as a logical source of funds by graduate students.

With the changing of the college work study program to a concept of need, rather than priority, to low-income students, this program now is helpful, but does not have the impact that it previously had for the institutions. Without increased funding in this program, there will not be adequate resources to meet the needs of an expanded pool of students.

We support this program at a level of $420 million for fiscal year 1976.

The direct student loan program will continue to be necessary for many of our students because of the difficult time that many of them have in trying to purchase loans on the private market. These low-interest loans are made by the institutions. They must be continued because numbers of low-income students must be encouraged to continue their preparation beyond college. Many banks refuse to loan to freshmen, sophomores, and to low-income students.

The direct student loan program is protection for the availability of loans to minorities and low-income populations. This program should be supported at a very high level to enhance the packaging of student assistance.

This program also includes graduate students among its eligibles. Again, the funding crises in graduate education impact this situation.

Until the commitment to finance loans for minorities and other disadvantaged groups filters down to the lending institutions, there is going to continue to be a need for the direct student loan program. As an institutional-based program it provides a reasonable guarantee that some loan resources will be available to students.

We support this program at a level of $350 million for fiscal year 1976.

GUARANTEED STUDENT LOANS

Though loans are not the best way of financing the education of students from low-income backgrounds, it is important that in the money crunch that confronts us that every possible means should be taken to guarantee that these guaranteed student loans will be made available on equal terms to all that apply for them.

We support this program at $654 million for fiscal year 1976.

SPECIAL PROGRAMS FOR THE DISADVANTAGED

The special programs for the disadvantaged known as Upward Bound, talent search, and special student services have been very helpful to disadvantaged students in this Nation. With the increased concentration of disadvantaged persons in the large metropolitan centers of our country and the corresponding decline in the quality of education provided for these persons, there will continue to exist a need for an increase in the appropriations level of these programs.

These programs have been helpful to black and disadvantaged students and need to be continued and funded at a much higher level to provide hope out of despair for thousands of our students. The fiscal year 1976 appropriation projects these programs to service 268,000 students. Such programs will identify students and give them encouragement and information, motivate students to attend colleges, and provide special remedial and other services for enrolled college students.

In addition to these programs, the educational opportunity centers will focus on specific geographic areas with major concentrations of low-income populations.

We would encourage an appropriations level for these programs in fiscal year 1976 at $90 million.

COOPERATIVE EDUCATION

The cooperative education program enables colleges to provide programs which alternate academic study with periods of off-campus employment. These arrangements give students an opportunity to earn money, to experiment with future employment possibilities, and to try practical application of academic work which in turn enriches the subsequent study.

We support this program at a level of $11 million.

TITLE III—STRENGTHENING DEVELOPING INSTITUTIONS

The Title III program, strengthening developing institutions, has been and is one of the programs that is most responsive to the needs of historically black colleges. A primary goal of title III is to strengthen institutions in the areas of curriculum development, management capability, faculty growth, and student services.

For the past 2 fiscal years, this program has administratively been carried out through a basic program which provides grants to gradually strengthen the academic and management capabilities of participating institutions and an advanced program under which substantial grants are provided over a period of 3–5 years to the strongest of these institutions on an accelerated development schedule.

In academic year 1976–77 this program will continue to support institutions enrolling large numbers of low-income students.

Two categories of institutions have continuously been recipients of title III grants, namely, 4 year, historically black institutions, and 2-year public institutions. Historically black, developing colleges enroll a high proportion of low-income youths who are often ill prepared for the academic competition of a fully developed college. The fact that many of these youths are unable to financially afford the rising cost of a college education, suggests that certain developing colleges will continue to educate a large proportion of the low-income students now attending college. Similarly, the public 2-year colleges located in, or near metropolitan areas and in deep rural areas are enrolling increasing numbers of low-income students.

With the aid of past and current support under title III, strengthening developing institutions, the black colleges have acquired significant forward momentum in providing successful educational experiences for vast numbers of low-income students. This extra support will bring the black colleges to the major goal of title III; that is, moving these institutions into the mainstream of higher education.

Some positive aspects of this program have been as follows: The predominantly black colleges have been greatly enhanced, junior colleges have been helped, low-income students have benefited from the programs, arrangements have been established by institutions that would not have been established, curriculum offerings have been broadened, increased faculty support, professors emeriti provisions, and the TACTICS model—technical assistance to colleges to increase college services.

By developing the technical know-how to generate academic reform, improve management systems, and better recruitment and admissions procedures, these groups are successfully strengthening the black colleges. These institutions have historically fulfilled the role of providing access to equal opportunity for persons from low-income backgrounds who would, without such opportunities, have been denied the chance to become contributing tax-paying citizens of this country.

The added initiatives for the additional funds in this program have the potential for continued good within these institutions. These large grants to the institutions hopefully will help to facilitate their more rapid movement into the mainstream. These grants for change will make a difference in these institutions.

The developing institutions program has been and is one of the programs most responsive to the needs of the traditionally black colleges.

This program is worthy of funding at a level of $120 million for fiscal year 1976.

ACADEMIC FACILITIES

The fiscal year 1976 budget requests nothing at all for construction grants. The construction of academic facilities is very vital to the expansion of student enrollments at these institutions. Specialized facilities will be needed for the new demands of changing instructional methods, laboratories, experimentation, research, and expanding fields of societal interest. In other instances, there is the need to rehabilitate and convert obsolete and substandard facilities in many institutions.

We support the continuation of Federal grants and direct loans for the construction of academic facilities, as well as the program of interest subsidies on loans obtained in the private market. There are serious needs in terms of expansion and improvement of current facilities at black colleges that are best met within the context of a grants program. Black colleges and similarly situated institutions are hard put to come up with the matching funds for loans.

We would hope that substantial sums in grants funds could be appropriated to allow for the replacement of outdated facilities and for providing new facilities for the increasing college enrollment. There is the necessity of providing new funds for facility construction and renovation through a variety of viable components such as interest subsidy, grants, loans and loan guarantees that proved so effective in the early years of higher education development.

LIBRARY FUNDS

Library needs are of prime concern to black colleges. Many of these institutions have relied on donations and uneven development. Books, and other resource materials are needed by many of the institutions in order to keep abreast of the publishing explosion and for the replacement of worn and lost books.

Funds under this program will continue to be helpful to insititutions in maintaining their accreditation and keeping up with the latest volumes in the various fields. These institutions have holdings worthy of preserving and updating.

The basic grant program is helpful to these institutions in purchasing books and audiovisual materials. Many institutions also need the supplemental and special purpose grants authorized under the title III for strengthening library collections and developing modern, efficient library service.

Libraries are a very valuable and necessary resource and therefore it is essential that they receive adequate support to enable them to continue their vital role at a level of quality.

We support this program at $30 million for fiscal year 1976.

LAND GRANTS FUNDS

The fiscal year 1976 budget requests no funds for aid to land-grant colleges. It has been proposed that annual funds under the Bankhead-Jones Act and the permanent appropriation under the Second Morrill Act be terminated. The resolution of the board and general body of the National Association for Equal Opportunity in Higher Educaiton in session on March 11 and 12, 1974, expresses their sentiment in this issue.

Funds going to the land-grant colleges must not be rescinded. There are the most valuable funds the land-grant institutions receive from the Federal Government. These funds go to the general operation of the institution and are not competitive in nature. If these funds are cut off, they cannot be made up without an appropriation from the State legislative, increased tuition to students or the dismissing of professors and staff. None of these options appear to be viable at this time. No other program moneys can be substituted for these funds.

The Morrill Act and Bankhead-Jones legislation refers to the funds as endowment which implies a certain permanence. Permanent money cannot be replaced with temporary money without placing an undue hardship on the institution. For the 1890 colleges money from the developing institutions program (which is programmatic) cannot replace land-grant funds that cannot be used operationally. These funds are valuable to the 1890 land-grant institutions that have never shared equitably in the distribution of the land-grant resources.

The land-grant funds should be continued because of their impact upon the land-grant institutions.

GRADUATE FELLOWSHIPS FOR CAREERS IN POSTSECONDARY EDUCATION

We encourage a restoration and continuation of appropriations of this program. This would allow for the activating of new starts in this program. A cutback in graduate fellowships would hurt the chances of large numbers of blacks pursuing and securing the doctorate degree.

This program should be continued at a high level as any phasing out of these fellowships will encourage an irreversible gap between the availability of minority doctorates and nonminority doctorates. Contrary to present emphasis on an oversupply of dcotorates, there is no oversupply of black doctorates. If this trend is carried out there will be no approximation of parity in holders of the doctorate degree within the foreseeable future. This would indeed undercut the ambition of young doctoral hopefuls who would seek to pursue the terminal degree.

The pipeline must be enlarged and continued to include more candidated, otherwise the future academic leadership will be deprived of a mix which will be necessary in our culturally pluralistic society.

With the equal employment opportunities program and affirmative action programs seeking out substantial numbers of minorities and women, where will they be found if provisions are not made to prepare an adequate supply for the present and for the future. There is a lack of prepared minorities across the board in all areas.

We would encourage a continuation of this program at a high level with an earmarking of a percentage of these fellowships of black doctoral candidates, and a continuation of other programs that train students in midlevel graduate offerings between the bachelors and the doctorate degrees. A greater proportion of the black college graduates can be encouraged to go to graduate and professional schools with the proper fellowships.

EDUCATION PROFESSIONS DEVELOPMENT PROGRAM

Education professions development program part E provides training programs for higher education personnel. Funds should be made available for new fellowships and institutes along with continuing fellowships and institutes. It is essential these types of programs be funded to enable minorities especially to have available such training.

We support this program at $5.8 million for fiscal year 1976.

STATE STUDENT INCENTIVE GRANTS

This program makes incentive grants available to the States to assist them in providing grants to eligible students in attendance at institutions of higher education.

This program should enable States to facilitate either the development of new State grants or the expansion of existing programs so as to increase the range of opportunities available to students for access to postsecondary institutions.

We support this program at $50 million.

UNIVERSITY COMMUNITY SERVICES

There is a great need for a thrust by institutions of higher education in this direction at the present time.

We support an appropriation at the level of $20 million.

VETERAN'S COST OF INSTRUCTION PAYMENTS OF INSTITUTIONS

This program should encourage institutions to deal with a much neglected segment of our society. The veteran must be provided for by the higher education community in order to help him make the transition back to civilian life through the acquisition of salable expertise for a meaningful future.

We support this program at $25 million.

INSTITUTIONAL SUPPORT (COST OF EDUCATION PAYMENTS)

This program is needed for the future of higher education. Tuition and fees account for only part of the necessary funds to run an institution. The fact that many institutions are in financial need is indicative of the necessity of some sort of support to alleviate this crisis.

Black colleges which have not received adequate support in the past would be benefited by this type of aid provided, however, that the appropriations level is adequate to allow the granting of sizable sums of money to these institutions. A too limited appropriation would negate the impact that such a program would be designed to make.

The above comments do not exhaust the magnitude of the financial needs of higher education and its various segments.

It is hoped that appropriations will be forthcoming that will allow for adequate funding of present higher education requests that have a great bearing on the future of these institutions. Let us hope that we are not in a period of pyrrhic cutbacks wherein we cut back today only to lose the soul of the institution for tomorrow.

We support this program at a level of $200 million.

In conclusion, a major need for these institutions at this junction in history is for increased support at the Federal level sufficient to overcome the years of inadequate support. The tremendous impact these schools have made, inspite of short budgets and culturally different students, is proof enough that they have been and still will be in the foreseeable future the major force for greater opportunities for black students and other students to enter all levels of American life.

Proposed Higher Education Appropriations, Fiscal Year 1976

[Dollars in thousands]

Program	*NAFEO support request*
Student assistance:	
Basic educational opportunity grants	$1,050,000
Supplemental education opportunity grants	240,000
College work study	420,000
Direct student loans	350,000
Guaranteed student loans	654,000
Cooperative education	11,000
State student incentive grants	50,000
Special programs for the disadvantaged	90,000
Talent search.	
Upward bound.	
Special services.	
Educational opportunity centers.	
Developing Institutions	120,000
Institutional assistance (cost of education payments)	200,000
Academic facilities	50,000
College libraries	30,000
Community service	25,000
Language and area studies	15,000
Bankhead-Jones and land-grant funds	12,500
Annual appropriation $10,000.	
Permanent Appropriation $2,700.	
Strengthening graduate programs	30,000
EPDA V, part E training program for higher education personnel	5,800
Fellowships for disadvantaged	750
Ellender fellowships	500
Veterans cost of instructions	2,500

Mr. Fisher. The National Association for Equal Opportunity in Higher Education represents the historical black colleges and universities of our Nation. There are 107 institutions located in 15 Southern States, 4 Northern States and the District of Columbia enrolling more than 200,000 students. These schools graduate more than 30,000 students annually with baccalaureate, graduate and professional degrees.

The historically black colleges represent an existing mechanism that can be improved and used to intensify the positive efforts to equalize opportunity. Unless there is a genuine committment to eliminate anything adversely affecting the performance of the historically black colleges, enrollment and graduates will decline, thus prolonging the inequities of this society.

These black college institutions would have graduated more than a quarter of a million students with undergraduate baccalaureate and professional degrees.

I would like to state that, because these institutions have a record of providing equal education opportunity with access and choice for their achieving students.

Federal support is vital to the future of these institutions. These institutions continue to need financial support for students, faculty, staff, facilities, equipment, and general institutional support. The Federal Government must continue to provide increased support for these institutions. It will take a continuing effort by the public sector to fulfill a true commitment to equal educational opportunity in higher education.

Some of our priorities are as follows. This is by no means exhaustive but additional concerns might be found in the full statement.

STUDENT FINANCIAL ASSISTANCE

Our association in its programmatic efforts for 1975, considers student financial assistance as one of the top priorities.

The average black and low-income student cannot afford college fees. Therefore, fellowships, scholarships, grants, loans, part-time employment, or other monetary relief are a must. This circumstance immediately places an additional burden on the college, as well as the student and also limits the number of students that can be enrolled. Over two-thirds of all black students could not remain in college without substantial and sustained aid. Over three-fourths of the financial aid comes through the institution and Federal sources. Even with the large number of students now being educated by the black colleges, every year thousands are turned away because of lack of funds alone.

I would like to have inserted in the record a table indicating the estimated parental income of the students attending predominantly black colleges as compared to all other institutions. Of the students in the predominantly black colleges, 68 percent of them come from families with under $10,000 income.

Mr. FLOOD. Without objection, we will do that.

ATTACHMENT B

ACE/UCLA COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM, FALL 1974, WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, ESTIMATED PARENTAL INCOME

Estimated parental income	All institutions	All 2-yr colleges	All 4-yr colleges	All universities	Predominantly black colleges
Less than $3,000	3.4	4.5	3.2	1.8	15.6
$3,000 to $3,999	2.6	3.3	2.7	1.4	12.4
$4,000 to $5,999	4.6	5.5	4.8	2.8	14.7
$6,000 to $7,999	5.7	6.8	5.5	4.1	13.4
$8,000 to $9,999	8.0	9.4	7.5	6.2	11.9
Percent	(24.0)				(68.0)
$10,000 to $12,499	15.5	17.4	14.6	13.7	10.9
$12,500 to $14,999	13.5	14.6	12.7	12.9	6.2
$15,000 to $19,999	16.6	15.7	16.7	17.8	6.5
$20,000 to $24,999	12.0	10.4	12.2	14.2	3.6
$25,000 to $29,999	5.9	4.5	6.3	7.7	1.9
$30,000 to $34,999	3.9	2.7	4.4	5.2	1.2
$35,000 to $39,999	2.4	1.6	2.7	3.2	.7
$40,000 to $49,999	2.2	1.3	2.4	3.2	.6
$50,000 or more	3.8	2.3	4.3	5.8	.5
Percent	(75.8)				(32.1)

Mr. FISHER. I would like to have that in the record. Then also I have another attachment indicating the distribution of families by income in 1973.

The students at black colleges are more representative of the black distribution within the general population; whereas, all other students more or less, the lower income students, do not make up the majority of the students above $10,000 who attend all institutions.

Mr. FLOOD. You want that in the record too?

Mr. FISHER. I want that in the record, too, please.

Mr. FLOOD. Very well.

DISTRIBUTION OF FAMILIES BY INCOME IN 1973

[Adjusted for price changes in 1973 dollars. Families as of the following year]

Income	Negro	White
Number of families (in thousands)	5, 440	48, 919
Percent	100	100
Under $3,000	16	5
$3,000 to $4,999	18	8
$5,000 to $6,999	14	9
$7,000 to $9,999	17	15
Percent	65	36
$10,000 to $11,999	9	11
$12,000 to $14,999	10	15
$15,000 and over	16	38
Percent	35	64
Median income	$7, 269	$12, 595

Mr. FISHER. In addition, there is great concern about the future of student assistance programs as they affect the historically black colleges and universities.

I have another attachment indicating the full funding requirements based on the 1973–74 allocations, indicating additional moneys that should have been or would have been needed to take care of the students and institutions at that time, and also what the full funding requirements would be.

That would run in the magnitude of something like $277,974,292, if the programs were fully funded in keeping with the needs of the students attending those institutions.

ATTACHMENT A

FULL FUNDING REQUIREMENTS OF STUDENT FINANCIAL ASSISTANCE PROGRAMS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

[Based on academic year 1973–74]

Program	Allocation	Additional funds required	Full funding requirements
Educational opportunity grants/supplemental educational opportunity grants	$22, 796, 248	$15, 207 000	$38, 003, 248
College work study	26, 687, 677	13, 741, 400	40, 429, 077
New direct student loan/direct student loan	19, 099, 967	13, 156, 300	32, 256, 267
Basic educational opportunity grants	6, 764, 100	160, 521, 600	167, 285, 700
Total	75, 347, 992	202, 626, 300	277, 974, 292

Mr. FISHER. I also would like, in addition to that, to add a statement indicating the decline in resources going to the black colleges since 1972–73. There is a difference, from 1972–73 to 1973–74, a difference of $4,453,476 in the campus-based programs and then you have a difference in 1973–74 to 1974–75 of $136,485, overall and from 1972–73 to 1974–75 we have a difference of $4,589,961 in the campus-based programs, the three campus-based programs.

I think that makes it very clear, the necessity of increased funds and additional funds within these institutions.

FUNDING LEVELS OF CAMPUS-BASED PROGRAMS AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES ACADEMIC YEARS 1972-73, 1973-74, AND 1974-75

	1972-73	1973-74	1974-75	Difference 1972-73 and 1973-74	Difference 1973-74 and 1974-75	Difference 1972-73 and 1974-75
Educational opportunity grants/supplemental educational opportunity grants	$23, 768, 307	$22, 796, 248	$25, 860, 400	−$972, 059	+$3, 064, 152	+$2, 092, 093
College work study	30, 365, 725	26. 687, 677	25, 357, 404	−3, 678, 048	−1, 330, 237	−5, 008, 321
New direct student loan/direct student loan	18, 903, 336	19, 099, 967	17, 229, 603	+196, 631	−1, 870, 364	−1, 673, 733
Total	73, 037, 368	68, 583, 892	68, 447, 407	−4, 453, 476	−136, 485	−4, 589, 961

Mr. Fisher. In view of the way in which the packaging of resources impact these institutions, we believe that for some time to come it will be necessary to have support from BEOG grants, SEOG grants, college work study, direct student loans, and guaranteed student loans. The rising cost of providing education coupled with the factor of great need as represented by large numbers of students and the dependence of these institutions on funds derived from student assistance make this an imperative.

All funds in the respective programs should be increased to accommodate the expanded enrollments at these institutions so that no student will be turned away and turned off because of lack of the availability of financial options for the educational experience.

We support the following levels of funding for the student assistance programs:

	Thousands
Basic educational opportunity grants	$1,050,000
Supplemental educational opportunity grants	240,000
College work study	420,000
Direct student loan	350,000
Guaranteed student loans	654,000
Special programs for the disadvantaged	90,000
Cooperative education	11,000
State student incentive grants	50,000

Adequate support of the student assistance programs will provide real opportunity for all students.

Title III—Strengthening Developing Institutions

The title III program, strengthening developing institutions, has been and is one of the programs that is most responsive to the needs of historically black colleges. A primary goal of title III is to strengthen institutions in the areas of curriculum development, management capability, faculty growth, and student services.

For the past two fiscal years, this program has administratively been carried out through a basic program which provides grants to gradually strengthen the academic and management capabilities of participating institutions and an advanced program under which substantial grants are provided over a period of 3 to 5 years to the strongest of these institutions on an accelerated development schedule.

In academic year 1976–77 this program will continue to support institutions enrolling large numbers of low-income students.

Two categories of institutions have continuously been recipients of title III grants, namely, 4-year, historically black institutions, similarly situated institutions, and 2-year public institutions. Historically black, developing colleges enroll a high proportion of low-income youths who are often ill prepared for the academic competition of a fully developed college. The fact that many of these youths are unable to financially afford the rising cost of a college education, suggests that certain developing colleges will continue to educate a large proportion of the low-income students now attending college. Similarly, the public 2-year colleges located in, or near metropolitan areas and in deep rural areas are enrolling increasing numbers of low-income students.

With the aid of past and current support under title III, strengthening developing institutions, the black colleges have acquired significant forward momentum in providing successful educational experiences for vast numbers of low-income students. This extra support will bring the black colleges to the major goal of title III; that is, moving these institutions into the mainstream of higher education.

Some positive aspects of this program have been as follows: the predominantly black colleges have been greatly enhanced, junior colleges have been helped, low-income students have benefited from the programs, arrangements have been established by institutions that would not have otherwise been possible, constructive and innovative programs have been established, curriculum offerings have been broadened, increased faculty support, and professor emeritus provisions.

The added initiatives for the additional funds in this program have the potential for continued good within these institutions. These large grants to the institutions hopefully will help to facilitate their more rapid movement into the mainstream. These grants for change will make a difference in these institutions.

The developing institutions program has been and is one of the programs most responsive to the needs of the traditionally black colleges.

We are supporting the funding of the developing institutions program at $120 million, which is the full authorization for that program. That program has been very effective, both the basic component and the advanced institutional component. We would ask that you would give your consideration to that program.

I will not go into the details of the impact it has because I think you know that.

I would like to say that in addition to these priorities, this program is worthy of funding at a level of $120 million for the fiscal year 1976 budget.

Other priorities are:

Academic facilities.
Library funds.
Land grant funds.
Graduate fellowships for careers in postsecondary education.
Education professions development program.
University community services.
Institutional support (cost of education payments).

These priorities represent points of emphasis for future directions. The viability of these institutions will in part be determined by the response to these requests.

I thank you for the opportunity to present testimony at this time.

Mr. Flood. Thank you.

NDEA Title VI

WITNESSES

DR. ROSE HAYDEN, PANEL CORRDINATOR, INTERNATIONAL EDUCATION PROJECT, AMERICAN COUNCIL ON EDUCATION

DR. EDWARD INMAN FOX, PRESIDENT, KNOX COLLEGE, GALESBURG, ILL.

DR. BARBARA BURN, DIRECTOR, INTERNATIONAL PROGRAMS OFFICE, UNIVERSITY OF MASSACHUSETTS, AMHERST

Dr. Hayden. Chairman Flood, we are grateful for this opportunity to appear before you to present testimony on behalf of NDEA title

VI. It is my privilege, as coordinator for this panel convened by the International Education Project of the American Council on Education, to introduce Dr. Edward Inman Fox, president of Knox College, Galesburg, Ill. and Dr. Barbara Burn, director of the International Programs Office of the University of Massachusetts, Amherst. Dr. Fox will be speaking on behalf of the Associated Colleges of the Midwest and the Great Lakes Colleges Association whose membership includes 25 liberal arts colleges deeply and traditionally committed to international education. Dr. Burn, in addition to representing the University of Massachusetts, Amherst, will describe the activities of a Massachusetts Statewide Committee on International Studies and Exchanges, and will also outline a regional international effort in New England. I will briefly summarize their remarks.

Dr. Fox. Thank you. It is a rare privilege for a representative of a 4-year liberal arts college to be able to present testimony on international education before a House subcommittee. I am sure you are aware that in recent years, for all practical purposes, our type institution has been largely excluded from the possibility of receiving Federal support for developing programs with international dimensions. This reflects cutbacks in funding for NDEA title VI, rather than lack of merit. We appreciate the fact that Congress supports the idea that undergraduate institutions should qualify as possible area study and language centers. But it is unlikely that any will receive such status if the appropriations for title VI remain at the current level; more still, if they are reduced to the amount recommended by the administration. More significant perhaps is the fact that expanding this appropriation will allow for funding of the phase II components of the strengthening dimensions program and innovative programs for the international education of undergraduates.

It seems strange in these days of an evergrowing realization of the international interdependence of our major human and societal problems that the development of programs designed to improve such an understanding and sensitivity among our citizenry might be overlooked.

The liberal arts college has always been committed to education with international dimensions. And it may be precisely because of this commitment and the concommitant and cross-cultural awareness instilled in our students that our graduates go on to become productive citizens. It is not unique for a college like Knox, located in an essentially rural region like western Illinois, to be able to claim among its graduates, as Knox can, leaders like Mr. Joseph Sisco, Assistant Secretary of State for Political Affairs, Mr. Ismat Kattani, Assistant Secretary General of the United Nations, and several top executives of multinational corporations. As another example of the contribution to our society by undergraduate programs with international dimensions, may I refer again to my own college, a small one which graduates some 280 students a year. A quick, and by no means complete survey, shows that in the past 4 years Knox has educated some 45 students in international programs who are now working in business and industries such as John Deere, Zenith, and IBM, for the U.S. Government and social agencies, or who are serving the news media of our country. I make no reference to the literally dozens of recent Knox graduates who because of their participation in our programs with international dimensions are more sensitive to and understanding about the problems of the interdependent world in which we all must live.

In this connection I would like to dispel any notion of elitism which might be associated with the kind of institution I represent. Again, I use my own college as an example. Only 22 percent of our students come from families with annual incomes in excess of $20,000; some 35 percent are from families with annual incomes below $10,000. Our commitment to higher education for the not-so-economically privileged is as great as our commitment to international education. But in these days of serious fiscal restraints they are often warring commitments.

Let me point out one concern I have which is related to international education. The study of foreign language by undergraduates is currently on an alarming decline. And I must admit that I think it is due in great part to the incrusted nature of our academic programs. We need new programs which relate language in innovative ways to multidisciplinary and cross-cultural questions; ways which will stimulate the student to understand that language learning is something more than a mechanical process; that language determines culture and culture, language. This need is felt particularly strongly among those of us involved in liberal arts education. But in order to effect the necessary changes we need funding; and State and local governments, and foundations do not have a history of supporting international education. I feel it is incumbent on the Federal Government to do so. Private liberal arts colleges—contrary to popular belief—are well managed institutions and have never depended on continuing Federal support. What we do need is "seed" money to help us experiment and see our way through the transitions involved. If the grants allowed for under the strengthening dimensions program of NDEA title VI are funded at a credible level, I sincerely believe they can make a significant contribution to the international education of the students in 4-year liberal arts colleges.

May I request, Mr. Flood, that this statement be submitted for the record?

Mr. FLOOD. It will be done.

Dr. FOX. Thank you for the opportunity.

Dr. BURN. Mr. Chairman and members of the committee, I am especially pleased to be able to make a few remarks to you about NDEA title VI-Fulbright-Hays funding because my institution, the University of Massachusetts, has benefitted greatly from it even though, and I wish to emphasize this point, the University of Massachusetts has received very little funding from it. In my remarks on this global subject, I shall take a parochial view and speak from the experience of my university, as this is what I know best.

Despite limited external funding for it, international education at the University of Massachusetts has a relatively high priority and makes a significant impact. Our international education programs encompass a great deal more than training Ph. D. specialists in foreign area studies, although we see this as important. Our programs reach out beyond the university to involve all public higher education institutions in the Commonwealth through cooperation with them on area studies, overseas study, and foreign student concerns. We have also begun to cooperate with the other land grant universities in New England on international education programs. In our international education programs the University of Massachusetts even attempts to concern itself with the economic problems of the Commonwealth: Unemployment, declining imports, the flight of industry to other regions of the United States or abroad, and so forth.

All this we do with almost no title VI funding. I shall attempt to be specific on these several topics in order to demonstrate that the existence of the NDEA title VI-Fulbright-Hays program serves as a stimulus for international education programs at American colleges and universities whether they are receiving funding from it or not, or only in small amounts.

First as to foreign language and area studies. The University of Massachusetts is not among the fortunate group of higher education institutions receiving title VI funds for this. Nevertheless, we have active, even impressive area studies programs relating to Latin America, Asia, Western Europe, the Soviet Union, and Eastern Europe, Africa, and the Middle East. A year ago enrollments in these programs were 2,815 students or 12 percent of our students; although I do not have current figures, my faculty colleagues assure me they are higher today.

I should stress that our area studies programs are primarily for undergraduate students, not to train Ph. D.'s. Nor do these programs turn out only area studies specialists at the undergraduate level, but students in a variety of majors who have an area studies dimension added to their basic concentration. Majors in political science or economics may gain an understanding of Western Europe through the Western European studies program which enhances their qualifications on the job market. A combined major in business administratoin and French prepares students for jobs in international business and management.

Closely related to and overlapping in part with area studies at the University of Massachusetts are our ethnic studies programs. Although they are only beginning to develop, they include French-Canadian and Portuguese, and are aimed at helping an increasing number of students from those ethnic groups to understand better their cultural heritage. Course offered at the Amherst campus are supplemented by study in the home country.

Although we have not received NDEA title VI funding for our area studies programs, its existence has played an important part in the development of these programs. Our Latin American studies program is a case in point. Some 6 or 8 years ago a number of our faculty interested in Latin America got together to write a proposal for Federal funding to launch a Latin American studies program. The proposal was not funded. However, the very process of assessing our capabilities and goals through preparing the proposal laid the groundwork for the cooperative effort needed to mount a Latin American studies program drawing on our own resources. The possibility of funding caused faculty to come together and plan together, and this exercise demonstrated a level of commitment and internal resources sufficient to initiate the program without external funding.

In the last year or two our area studies programs have taken a new direction, a direction which may interest you because it diverges importantly from the concept of area studies as a means primarily to train specialists. Two years ago president Robert Wood of the University of Massachusetts appointed a statewide committee on international programs and exchanges. This committee is composed of representatives of the community colleges, the State colleges, and the three campuses of the University of Massachusetts. It is concerned with fostering international education through cooperative programs involving foreign students, overseas studies, and area studies. A new and important undertaking of this committee is to foster exchanges of teaching staff and advanced graduate students from the university in an area and international studies among the institutions involved. The basic scheme is that State and community college teachers spend a sabbatical semester at the Amherst campus, adding to their expertise in international and area studies, while university graduate students in these fields fill their boots at those colleges and gain more understanding of these institutions through teaching at them. The underlying aim is to encourage more area studies teaching at the colleges and to strengthen the links between the several segments of public higher education in the Commonwealth.

Under this arrangement, still in its infancy, a community college teacher is spending this year at the Amherst campus, pursuing his professional interest in Ibero-American studies, teaching courses at the Amherst campus on "Teaching at the Community Colleges," and contributing in general to our international studies programs. This "intercampus" exchange is expected to strengthen international education as well as cooperation among State and community colleges and the university.

Only 2 days ago I sat in a meeting where faculty and administrators from the State colleges met with representatives of the area studies programs of the University of Massachusetts. Our agenda was the cooperative development of foreign area studies programs among the State colleges and the university. None of the institutions has a significant funding for such an effort. However, that funding might be available in due course is an important stimulus and, as with our Latin American studies program, will help to launch the effort. Through this new cooperative activity we hope to strengthen and expand undergraduate area studies at the university and the State colleges.

I cite these examples of cooperation for two reasons. First, with faculty and institutional commitment to international education, important programs can be developed and sustained with relatively little external support. Secondly, however, the possibility of external funding is an important, even essential stimulus. In some ways outside funding is seen to legitimize institutional efforts and hence gives those of us working to advance international education in our several institutions a leverage with our administrative authorities without which our efforts are far less effective. If our international education programs secure title VI or other outside funding, this external confirmation of their worth makes it easier for our colleagues and superiors to justify committing money and staff time to these endeavors.

One other point. I want to talk about the global survival freshman year program at the University of Massachusetts, Amherst. It was the beneficiary of NDEA title VI funding for innovative undergraduate programs in international education. Planning the proposal for the Office of Education was another instance of involving many faculty whose commitment grew through the planning effort. The planning group included more than 50 faculty members: physicists, political scientists, anthropologists, botanists, environmental scientists, foreign language, and area specialists, education teachers, and others. In this case external funding was needed and available to launch the initial effort. The Office of Education funding has now lapsed but the program has to come of age.

I know this program from first hand. It enrolls about 70 incoming freshmen and introduces them to such critical world issues as famine, population control, nutrition, conflict, resource distribution, and international peace and law. Last year and this year I taught in the course. I teach international law of the sea. It is enormously challenging and satisfying to teach first-year students about the complexities of fishing rights, innocent passage in territorial waters, coastal pollution, international straits, control of the seabed and subsoil of the continental shelf, and exploitation of such high seas resources as whales, manganese nodules, and the like.

My point, however, relates not to my personal sense of satisfaction from teaching, but to what such an ambitious program for freshmen can offer. They become aware of major international problems and committed personally and professionally to doing something about them. They learn to connect knowledge from a number of fields as it bears on these problems and to identify alternate ways of approaching them. Although the global studies program is only in its second year, I predict that in time its alumni will write extremely thoughtful letters to their Congressmen and Senators and will write them often, and that you and your successors will welcome them and find them helpful.

I mentioned earlier that international education programs at the University of Massachusetts are concerned with the economic problems of the Commonwealth. This concern is articulated through another statewide committee, also set up by President Wood 2 years ago. It has the grandiose title "The University as a Commonwealth Resource: Problems of International Trade, Labor and Technology." In addition to representatives from the university its members include three representatives each from labor, industry, and international trade. This committee is concerned with encouraging foreign industry to invest in Massachusetts, helping Massachusetts industry to expand its markets abroad, bringing greater utilization of the Port of Boston, and in general improving what we call the international balance sheet of Massachusetts. The work of this committee is, I am sure, an unusual effort in international education and of immediate relevance for Massachusetts and the New England region.

In my brief remarks I have omitted much about the international programs of the University of Massachusetts and why they testify to the need for a high level of NDEA title VI funding. I have even argued that much can be accomplished without significant external funding. In concluding let me repeat that the possibility of such funding, the pat on the back which it represents to those of us trying to advance international education and to our bosses who hold the purse strings, is critical. It gives us leverage. It has a multiplier effect. It reaffirms that our efforts are worthwhile. It encourages us to aspire, and even occasionally it helps us realize our aspirations.

Dr. HAYDEN. Mr. Chairman, let me attempt to summarize the message just briefly. My colleagues, in their testimony, have illustrated the sincere and broadly based commitment to international education which exists in U.S. higher education at institutions both large and small. They have shown how relatively modest amounts of Federal funding have significant impacts, that title VI supports far more that specialist training.

Congress itself, in 1972, amended NDEA title VI and broadened its mandate to include undergraduate and outreach programs. Ironically it was precisely at this point that the administration began to cut the program. Indeed, Mr. Flood, your committee acted to rescue and maintain this program when the administration sought to terminate it.

Your committee, by assuring a credible appropriation for NDEA title VI, will enable the program to meet its enlarged legislative mandate. It will be able to expand support for the strengthening dimensions programs and for language and area centers at undergraduate institutions, as well as maintain support for the 50 major NDEA title VI centers and their own excellent work.

I should add that the $18 million figure for NDEA title VI, Fulbright-Hays 102(b)(6) is one which all the major educational and professional associations have unanimously agreed to support as a reasonable amount for this program. If you have no objection, I would like to submit some details for the record.

Mr. FLOOD. Yes, we will do that.

[The information follows:]

STATEMENT SUBMITTED FOR THE CONGRESSIONAL RECORD BY THE INTERNATIONAL EDUCATION PROJECT OF THE AMERICAN COUNCIL ON EDUCATION

(By Dr. Rose L. Hayden, Associate Director)

Addressed to: House Subcommittee on Appropriations/Labor-HEW.
Occasion: Testimony, March 20, 1975, on behalf of NDEA title VI and Fulbright-Hays 102(b)(6).
Title: International Education and Interdependence: A discussion and update.

In this not-the-best of all possible worlds, a non-earthling would certainly marvel at man's preference for tribal and small-town allegiances in the face of global interdependencies and the proliferation of nuclear powers. Brute fact has yet to modify the last century's doctrine of national sovereignty, with its veneration of the omnipotent and isolated nation state. New nations emerge, converts to a crumbling faith. More established, wealthier states suddenly and painfully learn that traditional international strategies are no longer operative; that Palestinian guerillas destory Roman airports; that military satellites violate national borders with impunity; that Aden is closer to the neighborhood gas station than the corner grocery; that acupuncture may cure the ailing; that the price of beef in the rain-rich United States reflects population pressures of a drought—stricken Africa; that distant wars impoverish and polarize; that there is no escape from the anxious and fretful world out there and a disgruntled citizenry right here.

There is no easy way out, no miracle cure, no panacea. International education is no Messiah which will lead us out of the desert and into the promised land of international cooperation and security. To claim such overarching powers is in itself discrediting. Thus, what follows is a practical dialog which addresses some critical questions and provides some up-to-date answers. While a similar format has proved effective and popular elsewhere, these brief responses are not designed to reveal everything you ever wanted to know about international education. We are, however, anticipating some key questions which we believe you would not have been afraid to ask.

Question. Why is NDEA title VI the focus of attention?

Answer. Title VI of the National Defense Education Act of 1958 is the only major funded piece of legislation in international education.

Question. What does the funding support?

Answer. NDEA VI programs include foreign language and area studies, fellowships, research, summer intensive language programs, and undergraduate and graduate programs in innovative and outreach areas of international education. Fulbright-Hays 102(b)(6) supports teacher exchange and curriculum development.

Answer. The educational activities which NDEA title VI supports are uniquely in the national interest and should be a Federal as well as a State responsibility. For one thing, the Federal Government has intrinsic responsibility for the conduct of foreign affairs and international relations. Title VI programs provide vital expertise for foreign policy initiatives (détente, new resource and energy dependence, etc.). One could claim, with some justification, that the level of leadership for international affairs for the year 2,000 is being determined by today's curriculum.

Question. But is it not true that we have enough experts now and need not overproduce these?

Answer. No, it is not true, and here are some factors which must be appreciated. Foreign area and language specialists are a national resource which surveys indicate will require 13,000 recruits over the period of the next 10 years in order to maintain, on a replacement basis, our current levels of strength. Furthermore, new fields and combinations surface in a rapidly changing and dynamic international setting. We simply cannot monitor an outside world of growing complexity, of shifting economic and political issues, with a fixed handful of people. Furthermore we cannot run the risk of leaving ourselves uninformed about the world in which we live. We have paid tragically high costs in the past and must avoid any unacceptable surprises which could mock our security or undermine our economy.

Question. What other uniquely national needs are served?

Answer. For one thing, the continued strength of this country will increasingly reflect the ability of our professionals, academics, bureaucrats, business executives, and leadership to serve effectively in cross national and intercultural capacities. For another, there is a vital and continuing need to apply the best of all minds, regardless of citizenship, to the solution of the pressing human problems we all share: energy crises; population stress; urban sprawl and pollution; disease; social injustice. The list is long. It is neither wise nor is it possible to defend the view that domestic issues are wholly national in scope and that comparative perspectives are, by extension, of little worth. International, interlocking problems require more, not less transnational cooperation and research.

Question. What about the rest of the American people, the average person who is not a nuclear scientist or Sovietologist?

Answer. This is the greatest challenge of all—that is, how does an educational system, historically and consciously employed to "Americanize" an immigrant population, now "internationalize" an American one? Cross-cultural perspectives and a globally focused curriculum are tied to the clear national need for a citizenry sufficiently sophisticated to be able to cope with an increasingly complex international environment. No democratic leadership, however inspired to build a stable and peaceful world order, can risk outrunning the capacity of its people to intelligently interpret and respond to international challenges and opportunities. The dangers of neoisolationism and provinciality in our unstable international setting are obvious. Perhaps not so obvious is the danger of a national leadership which can manipulate international fears and hatreds and exploit the ignorance of its people in pursuit of self-interest and domestic control.

Question. Are there any other grounds which would argue for increased support of international education?

Answer. While there are no doubt many, two come to mind. One is humanitarian, the other is esthetic. As the dire predictions of Malthus become daily more apparent, Americans will have to reaffirm their humanitarian instincts. Can a people who rose to destroy a Hitler also rise up to slow, if not eliminate, the tides of famine and the surge of death welling up around the globe? Indeed, the reality of it all will be more horrible by far than the best that Hollywood could ever produce in the genre of films depicting violence and despair. Our experts must share their knowledge and extend it. Our citizens must endorse humanitarian programs. Our right to human dignity and respect will be tarnished immeasurably if those too weak to protest, too many to be ignored, perish in waves of starvation and violence. On other grounds, it must be admitted that as a people we are esthetically starved. The prospect of leisure and of retirement is as abysmal to many as the prospect of death itself. To overcome, at least in part, what has become a national neurosis, we could utilize the wisdom and experience of other cultures. There is richness and variety in the human experience. We must be introduced to alternative values and lifestyles. We require further instruction in such pleasurable esthetic pursuits as music, theater, poetry, architecture, painting, sports, culinary arts, gardening, and dance.

Question. Is there any reason to expect that such a modest infusion of Federal funds can have that much impact in serving such broad needs and purposes?

Answer. Obviously more support would expand the capacity to meet responsibilities. Conversely, it is clear that declining funds impair performance overall. And Federal funding is only the tip of the financial iceberg. The lion's share of the cost of supporting international education is borne by State and local governments, by foundations, and by others in the private sector. Federal moneys, which represent about 10 to 15 percent of the institutional commitment in this field, yield a substantial "multiplier effect."

Question. Well if. you can raise 90 percent why not raise 100 percent of your funding elsewhere?

Answer. There are many reasons why the very presence, let alone vigor of international education depends on continued and increased levels of Federal funding: One is the waning of State, local, and foundation support in times of financial crises and cutbacks. Federal support maintains the legitimacy and leverage of these programs vis-a-vis other donors. It is a well-demonstrated phenomenon—other institutions respond to Federal signals. Also, the 10-percent figure is misleading since critical program capacities such as library resources and language training may depend in full upon Federal funding component. This is especially true of outreach and diffusion programs which enable community leaders and adults, K–12, and short-cycle postsecondary students to be served by the language and area centers and to share the benefits of international programs otherwise not available to these new and increasingly vital clients. It is palpably ironic that just as the NDEA title VI mandate was expanded to maximize the benefits of former investments in this area, its funding was dramatically slashed. Furthermore, cutbacks were not consonant with the excellent record of this modest Federal program. They were not made in response to a congressional or administrative policy decision but rather reflected across-the-board discretionary cuts which were prompted by the fiscal year 1970 OE appropriations bill veto. Now, with the trend toward the elimination of categorical grants, an excellent program whose net effect is spread widely across the entire educational spectrum, has been subject to budgetary harassment of the first order. International education cannot be dismissed as a legitimate Federal responsibility simply on the basis that it is "categorical." Surgeons diagnose before they subject a patient to radical surgery. In this case, our patient is likely to expire from the cure and not the disease.

Question. What about other rubrics and precedents for support?

Answer. A precedent for institutional support does exist in the developing institutions program where assistance is granted to developing areas in American higher education for which there is a special and clear Federal responsibility. As for other rubrics, let the evidence to date be your guide.

Question. What evidence?

Answer. Well, for one thing, the Fund for the Improvement of Post-Secondary Education is simply no substitute for a national foundation for higher education. Such a foundation was never established. Other agencies are either inadequately funded or have only a minimal international orientation at best. The International Education Act of 1966 was never funded.

Question. The administration's request for fiscal year 1976 is $10 million, less than the fiscal year 1975 allocation. What specifically is lost when you have to contend with this figure?

Answer. The need to trim the size of the Federal budget is apparent to us. None would argue that a tighter fiscal rein is indicated. What is not economic, however, is to cut a program to the bone and below, especially given recent inflationary upswings. When this is done, the program cannot function effectively; it operates below maximum standards of efficiency. Also, with the $10 million figure, there would be no opportunity to expand the number of centers supported and thus to establish a more balanced picture both academically by type of institution and geographically by region of the country. There would be half as many projects: About 40 fewer graduate and undergraduate grants to institutions seeking to infuse an international dimension; about 240 fewer scholarships, about 15 fewer research and development projects. Established programs decimated by inflation will at some point be forced to choose between lowering quality standards or cutting program capacities in certain critical areas. The best of programs which were bludgeoned into nonsupport when the 107 NDEA title VI programs were sliced to 50 will continue to struggle against increasingly hostile odds. They may wither and die. In addition, innovative activities, forward planning, and the filling of badly needed gaps in international education will not be possible on any credible scale.

Question. What about the students? Will they be directly affected by the trends away from institutional support?

Answer. They certainly will, and in more than one way. As programs either disappear or worse, if they visibly decline in quality, those students who have obtained financial aid, as well as those who have not, will not receive the range of services hitherto available to their predecessors. They will have bought tickets to a circus where the lion has died. Cutbacks in fellowships will inhibit the entry of minority and nonaffluent students. When one considers the high cost and increased length of study which is required in this field to obtain any level of expertise, it becomes quickly apparent that the market mechanism alone is an imperfect one for the recruitment of human resources.

Question. What level of funding would be a minimal one to offset the bleak trends which have been sketched here?

Answer. The international education community—program directors, administrators of the programs, area studies associations, professional groups, and the higher education associations who represent over 2,000 institutions of postsecondary education—have considered this question at some length and have reached a unified position in favor of an $18 million figure for fiscal year 1976. This figure does not represent a true increase but rather restoration to the level of the fiscal year 1969 appropriation. Rising costs and the wider mandate of the program necessitate a return to $18 million merely to maintain minimal capabilities.

Question. And just what do you hope to accomplish with this money? In other words, where would the $18 million go?

Answer. The higher education community figure of $18 million would maintain at the level of excellence those 50 centers receiving support and would enable a select number of middle- and small-sized programs, largely undergraduate, to compete for support. This would serve to reopen competition to a broader range of institutions now unable to apply for support. Also, Federal funds would strengthen efforts being undertaken across the country to diffuse international expertise. What this means is simply this—outreach activities to infuse international content and intercultural perspectives into the K-12 system, adult and community education, the professional schools, and above all, the teacher training programs. Barely 5 percent of our schoolteachers have had any exposure to a global curriculum and these are the persons responsible for shaping our citizens for the 21st century. In addition to supporting a balanced range of programs at the undergraduate level and activities specifically concerned with diffusion, additional fellowships would be available to permit students to obtain important skills at an advanced level. This is particularly critical if we are to attract those students in medical education, in the business schools, and in the sciences who would add an intercultural dimension to their manpower potential. Many students would be uninclined to defer a year's income with no alternative incentive to do so. Finally, more effective levels of support would supply special instructional language programs in such key emerging world-bloc languages as Chinese, Arabic, Japanese, and Russian. Research and development to fill unmet gaps in previous projects as well as an expanded array of curriculum development and teacher education under Fulbright-Hays 102(b)(6) could be translated from the realm of program rhetoric to that of program reality. This is a balanced diet for international education, rich in substance, low in fat, and linked to the future health of international education.

Question. Would you like to add anything by way of conclusion which would outline priority hopes and concerns and would indicate that the international education community is one worthy of expanded responsibility in this vital field?

Answer. Only a few points, in the interest of brevity and clarity:

(1) A reaffirmation of purpose.—Speaking at Notre Dame University on March 17, 1975, President Ford observed that this Nation can no longer afford to be isolationist. The President said the challenge now facing the American people was "whether we will learn nothing from the past and return to the introversion of the 1930's, to the dangerous notion that our fate is unrelated to the fate of others."

The President himself admits to being a reformed isolationist and is well aware that pressing domestic economic problems are, in large part the inevitable consequence of global interdependencies and instabilities. The tasks which this Nation faces simply cannot be met by a unilateral withdrawal from international events in the name of domestic priorities. Like it or not, the one world foreseen by a few prophetic statesmen has arrived with all the suddenness and ominousness of a clap of thunder.

It will take more than education to undo the fact that at least 21 percent of our population has declared itself isolationist according to a recent public opinion poll undertaken by the Institute of International Social Research. Yet begin we must, on a variety of fronts, if we hope to survive comfortably in a highly competitive international environment. International sophistication and concern are very much in the national and domestic interest. There is simply no place to hide in the global village.

(2) *A reaffirmation of style.*—NDEA title VI supports a flexible and balanced range of opportunities for the generalist and specialist alike. In fact, the language and area center model as it has evolved with the experience of the past 16 years is being copied around the world by nations desirous of establishing similar educational capacities. And one more point: The program has been well managed. At a minimal cost, it has spurred the growth of centers from a mere 14 in 1946 to over 300 today, only 50 of which receive direct Federal support. All work closely together, have become a respectable network which extends from coast to coast, border to border. Considering the moderate level of Federal funding compared with billion dollar weapons systems with a half-life of perhaps 5 years, it makes infinite sense to invest a decent level of money in a program whose purpose is to avert the use of these awesome tools of destruction.

(3) *A reaffirmation of congressional responsibility.*—Only the Congress can act as a corrective to restore health and vitality to this critical program. The seesaw nature of the administration's budgetary recommendations for this program in the past few years is a crazy cardiogram of fiscal promises gone amuck. The universities and colleges were promised funding that would continue these programs until such time as there would be an operative successor to NDEA title VI. Every year, despite the promise, there is a summit crisis—out run the heroes to save Pauline from the cliff. Why? The reason is not complex. On the contrary, it is dangerously simplistic. NDEA title VI is too small. No other substantive, responsible reasons have been given for the cuts. Thus, because it is small, the Budget Bureau has sought to eliminate it. It is one of those little categorical programs that budget examiners feel obliged to consolidate into larger measures. But in this case obliteration, not consolidation, is the ultimate fruit of the process of the budgetary two-step.

(4) *A Reaffirmation of Intgerity and Mission.*—The academic community is not deadlocked on title VI. Rather, the point of our presentation is that the current program should be maintained at a steady, reasonable level until a superior alternative has been developed. A considerable amount of time and effort is currently being invested in a reassessment of the entire range of functions which traditionally have been subsumed under the rubric of international education. Academics, Federal functionaries and corporate executives have been participating in the deliberations of seven task forces associated with the international education project: Their purpose: to reexamine our mission, our purposes, and our operational structure, and style. We expect that the search will reaffirm and extend guidelines for activities and will yield new perspectives on rational mechanisms for financial and administrative support.

Now is a particularly promising, indeed critical time to reaffirm the worth of this endeavor, to reconfirm commitments, to energize the field. The continued existence of international programs is linked to our ability to contend with the present and to meet the future in ways which promise to fulfill and deepen our sense of national purpose, to strengthen our bonds with all men, and to enhance our prospects for a genuine reign of peace and human dignity.

Dr. HAYDEN. To conclude, then, President Ford, at Notre Dame, warned us all that we cannot afford to retreat into isolationism, into national insularity in a vastly interdependent world where Saudi Arabia is closer to the neighborhood gas station than the corner grocery. We must meet pressing national needs for a cadre of expertise knowledgeable about other peoples and cultures; for professionals in business and Government who can work effectively in international settings; for shared research and global problems in health, population, and energy; and for a sophisticated citizenry capable of understanding international events and willing to support their own leaders' foreign policies and tough decisions.

It could be said unless we educate our people and prepare them more effectively for the global era in which we all live, we are not educating them at all. In a world which is so tightly wired together, a short circuit can fry us all. There is simply no place to hide in the global village.

Thank you for your attention.

Mr. FLOOD. Thank you very much.

At this point in the record, we will insert the statement of Joan Ganz Cooney, president of the Children's Television Workshop, producers of "Sesame Street" and "The Electric Co."

[The statement follows:]

STATEMENT OF JOAN GANZ COONEY, PRESIDENT, THE CHILDREN'S TELEVISION WORKSHOP

Mr. Chairman and members of the subcommittee: I welcome this opportunity to outline the situation which the Children's Television Workshop faces in continuing two of its educational television series, Sesame Street and The Electric Co., in fiscal year 1976.

Sesame Street is an American institution. The Electric Co. is the most widely used educational program in schools in the history of television. Altogether nearly 15 million American children—and many parents—see and learn from these two series each year. The programs are broadcast on the 250 stations of the Public Broadcasting Service twice each day and in many areas, again on weekends. Of particular importance the programs are reaching large numbers of disadvantaged children, despite the fact that in many cities and areas, public television is located on hard-to-dial UHF channels.

The immediate and continued popular success of Sesame Street and The Electric Co. makes it easy to forget about the experimental nature of the two series; both are continually changing to reflect research results and the needs of their young audiences.

Sesame Street today is significantly different from the series that made its debut 6 years ago. Curriculum content and production values have expanded year to year, in a carefully structured fashion designed to add to both the appeal and educational effectiveness of the program.

Sesame "street" has been enlarged to bring more of the outside world to children. Live action films showing how bread is made in a bakery, or how vegetables are grown, processed, and delivered to a local store add to understanding of how our society works and, not incidentally, introduces the world of work.

Perhaps the greatest changes have been in the shows' direct educational curriculum. The range of basic skills helpful to a child when he enters school has been broadened. Increased use of Spanish vocabulary, ways to deal with feelings and emotions, more complex geometric forms, and ecology information all add to the richness of the shows' utility. And in shows next year, we will test ways in which the program can be of help to mentally retarded children by encouraging specific play activities appealing to retarded as well as other children.

The audience for Sesame Street typically begins viewing at about age 2 and continues until 6 or 7. Each year the child can take from the show elements which are useful to his or her particular stage of development.

The Electric Co. was introduced 4 years ago as a supplemental aid to help teach basic reading skills to primary schoolchildren, particularly those in the early grades having trouble grasping reading fundamentals.

This series, too, has grown and changed to achieve success in its very demanding and specific curriculums. Extensive electronic techniques to integrate print material into the visual medium of television, introduction of new live and animated characters, increased interaction between viewers and performers all reflect the results of continuing research and experimentation.

Research results continue to confirm the series' success in achieving gains in reading skills. Last year, for example, the Educational Testing Service found that the gains made by viewers endured beyond the immediate viewing period. Gains made by 7- to 10-year-old students during the show's first season (1971-72) remained "strong and clear" at the end of the first summer recess and after the next school year. This finding was particularly important to us, since typically reading skills of disadvantaged children fall off during summer recess, while those of kids more oriented to reading remain steady or improve.

An estimated two-thirds of all primary schools in the United States equipped with classroom television use the Electric Co., and at-home audience also remains large with an estimated 3½ million regular viewers, many of them preschoolers.

The inschool success of the Electric Co. is gratifying and important. This next season we will concentrate specifically on experimentation to enhance the series' inschool usability.

We are planning to make fiscal year 1976 the first of two final years of new production of the Electric Co. During this time we believe that, building on our experience and research to date, it will be possible to create a valuable television textbook which can then be rerun over a subsequent period of 4 years. During that rerun period, we will propose continued outreach and research to monitor effectiveness and signal any need for renewed production.

The Electric Co. was designed to do a specific job with a specific curriculum. Unlike Sesame Street, its primary target is a relatively narrow period of 2 or 3 years from grades 2-4. We believe we are now ready to complete the task in the next 2 years, and that the instrument in production will continue to bring substantial educational returns.

Mr. Chairman, what I hope just described reflects the essence of the workshop's approach to its television projects; innovation, research, and change. The workshop staff, its trustees, advisers and friends are dedicated to using the powerful medium of television for constructive educational purposes.

That means producing television shows which can compete successfully with expensive network production. It means undertaking the careful research which can keep our shows fresh, and constantly add to their educational effectiveness, and it means maintaining a widespread program of outreach, which we call community educational services, so that our programs have a solid chance of reaching and teaching our special target audience—the disadvantaged.

Getting the job done requires talent, organization, and commitment. It also requires money. Sesame Street and the Electric Co. cost much less than commercial children's television—both shows cost less than 1-cent per child reached for each original episode, by any measure a cost-effective investment. But the absolute amount is substantial, a total of $10.7 million for the two programs in fiscal year 1975 and $10.5 million proposed for fiscal year 1976. To provide the necessary funds, the workshop looks to a combination of sources: public broadcasting, our own self-support revenues, and the U.S. Office of Education.

The U.S. Office of Education has encouraged and supported Sesame Street and the Electric Co. since the beginning of each series. Sidney Marland, when he was Commissioner of Education, commented of the Electric Co., "Perhaps no other innovation in the history of education has made its presence felt to so many people in so short a time." Terrell Bell, the present Commissioner, commented recently, "* * * these programs (Sesame Street and the Electric Co.) are two of the best things the Office of Education ever invested in." Their judgments have been confirmed by 10 Emmys, and awards ranging from the Peabody and Ohio State awards to the Japan prize.

Federal support for the two programs in fiscal year 1976 is authorized under the Special Project Act, as part of the "Educational TV Programing" section of the "innovative and experimental programs" part of the OE budget.

After a sharp reduction in fiscal year 1974, your committee and the Congress recommended $5.5 million in support for Sesame Street and The Electric Company in fiscal year 1975, the amount of our request. To date $3 million in funds have been released. We understand that the remaining $2.5 million has been approved, and we look forward to its early release.

For fiscal year 1976 we are requesting $5.4 million from the Office of Education, only a slight reduction from fiscal year 1975, but a substantial budgetary achievement, given the inflation which we, no less than everyone else, must face. The Administration has requested a total of $7 million for the "Educational TV Programing" category in fiscal year 1976.

The $5.4 million we have requested is, we believe, the minimum necessary to sustain production quality, research and outreach at a level which will continue the success and effectiveness of the two series.

In addition we expect to receive $4.2 million in domestic license fees from public broadcasting in fiscal year 1976, through their station program cooperative funding arrangement. In the first round of voting by the stations on all national programing—the bulk of which is adult prime time or evening fare—The Electric Company and Sesame Street placed fifth and sixth. This is a tribute to the continued importance the stations place on these two programs which provide 20 percent of their total broadcast time and 50 percent of their total audience.

Finally, we project a contribution of $900,000 from selfsupport activities in fiscal year 1976 toward the two series' budget, up $100,000 from last year. With the explicit encouragement of our funding sources, we are undertaking a variety of activities such as international distribution and production, licensing of toys, books, records, and other products which generate royalty income the workshop can use for its educational projects.

Our goal is to build a base of long term revenue that will make it possible for the workshop to pay a significant part of its own way. To date we have had some success with these activities, and we are optimistic about the future, although, in all candor, we cannot foresee the time when selfsupport revenues will pay for the majority of our costs.

Mr. Chairman, I hope this information will be of use to the subcommittee. Your interest and concern for Sesame Street and The Electric Company is very much appreciated by us and by our viewing public. With your support the Children's Television Workshop will continue to make constructive educational innovations in the use of the media for the benefit of this Nation's primary resource, its children.

Mr. George S. Brooks and Mr. Harry Riemer, National Steering Committee for Community Service and Continuing Education Programs.

You have had a lot of friends this afternoon.

Mr. Brooks. Thank you, Mr. Chairman. Mr. Riemer and I appreciate the opportunity of appearing before you again.

Education Programs

WITNESSES

GEORGE S. BROOKS, PAST CHAIRMAN, NATIONAL STEERING COMMITTEE FOR HIGHER EDUCATION COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS, AND ASSISTANT DIRECTOR, THE UNIVERSITY OF GEORGIA CENTER FOR CONTINUING EDUCATION, ATHENS, GA.

HARRY RIEMER, CHAIRMAN, NATIONAL STEERING COMMITTEE FOR HIGHER EDUCATION COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS, AND STATE ADMINISTRATOR, TITLE I, DEPARTMENT OF EDUCATION, HARRISBURG, PA.

Mr Brooks. Mr. Chairman, last year I had the opportunity of being here and was well received, and I appreciated it. Today, we are speaking on behalf of the national steering committee, which represents the 54 program administrators of title I of the Higher Education Act of 1965 as amended, and we have prepared a statement for presentation.

In the interest of time, and since you have had a busy day, and we are appreciable of the fact that you are devoting this time to us, I will just hit the highlights of this if you wish and would ask that certain sections of the statement pertaining to programs around various States including Pennsylvania, Florida, and so forth be included as part of the record.

Mr. Flood. That will be done.

[The information follows:]

PENNSYLVANIA

Project.—Establishment of a community services center.

Sponsor.—Community College of Allegheny County, North (Pa.).

Director.—Ms. Joan W. Murdoch, Community College of Allegheny County, North 111 Pines Plaza, 1130 Perry Highway, Pittsburgh, Pa.

Duration.—Fiscal years 1973 and 1974.

Funding.—(Federal) $58,677; (matching) $29,337—33 percent of total.

Summary.—The project assisted a newly established community college to begin a continuing education program which would serve the community problems of the northern Allegheny County area.

Problem.—The Northern Allegheny County area lacked access to community service educational programs. Until the establishment of Allegheny Community College there was no local educational institution which could marshall the resources and expertise of government, industry, various service organizations, agencies and colleges to develop appropriate community service educational programs. The project was designed to establish community service as a permanent feature of the College through a center that would respond to the area's needs and help the community coordinate its problem-solving resources.

Activity.—The center was set up to serve local government agencies and community organizations. It served 3,257 participants during its first 2 years. Participants were selected who were trying to solve community problems as volunteers, agency employees, hospital staff members, or teachers. Most of the programs of the center involved such activities as problem identification, planning, program development and evaluation. Since all participants were directly associated with an agency concerned with problem-solving, training and skill development programs were related directly to immediate agency problems.

Results.—The project's programs included training and development of volunteers and staff for agencies which work with the aging, a short course for parents of disabled children which used the combined resources of several agencies serving children; and the retraining of inactive registered nurses for community hospitals.

Work with the aging, specifically with respect for upgrading health care delivery care delivery, has been further extended by financial support provided by the Pennsylvania Bureau of Aging.

The project has enabled the college to establish effective working relationships with 50 community organizations that previously had not been associated with the College. A 1974 Title I grant is being used to expand the services of the center and make it a regular part of the program of the college.

MINNESOTA

Project.—Southwest Community Service Clearinghouse.

Sponsor.—Southwest Minnesota State College, Marshall.

Cooperating institutions.—Willmar Community College; Worthington Community College, and Vocational-Technical Institutes for the Canby, Pipestone, Jackson, Willmar, and Granite Falls areas.

Director.—Robert D. Johnson, Southwest Minnesota State College, Marshall, Minn.

Duration.—Fiscal years 1969–74.

Funding.—(Federal) $86,861; (Matching) $1,176,046—93 percent of total.

Summary.—By working on specific problems directly with community representatives in a 19-county rural area, the project fostered the development of a cooperative effort to solve local and regional problems. Specific results included construction of community recreational facilities, development of an environmental education program, the establishment of job training programs, and the codification of city ordinances in eight communities in the area.

Problem.—The 19 counties in southwest Minnesota were losing population and suffering from slow economic growth. No mechanism existed to bring enough people together to identify problems, establish priorities, engage in planning and develop a process for solving problems.

Activity.—The college through a series of town hall meetings identified the initial problems and established a partnership between the people and the college. This phase of the project has contributed to establishing a computerized personnel clearinghouse of public agencies and private groups who could solve problems, a technical assistance and direct educational services to the community; and a six member advisory committee which assisted in planning what services the college could provide and facilitate communication among communities in the region.

The project was designed to benefit the 310,000 people who lived in the 19 counties. About 3,000 people were directly involved in determining needs, studying problems, and allocating title I resources. In 1974, a 67-member countryside council comprised of business persons, farmers, educators, government officials, professionals, and homemakers was created to guide the project.

The project's strategy focused first on the establishment of a data base and liaison with the community to develop credibility through community meetings and solving specific, small problems. Once credibility was established, the project moved on to longer range, more complex problems and became multi-institutional.

The project has involved 94 faculty members and 123 students in 87 specific projects in southwestern Minnesota. Some project examples follow.

A team of city clerks, attorneys, faculty members, and students codified the ordinances of eight communities and developed a procedural manual for other communities to do the same.

A marketing specialist and a student helped a small businessman with a sales problem.

Leadership and job training was provided for elected and appointed officials in the 19 counties at the request of the countryside council. More than 100 officials from the area held 18 meetings to develop the training program. Eight regional banks provided $15,000 to pay for the instructional phase of the training program.

The State title I administrator said that without title I and State agency support "I am convinced we would not have been able to establish and escalate a comprehensive program of service to our 19 counties."

Results.—Direct services provided by the project include construction of community recreation facilities, new environmental education programs, comprehensive community plans that have attracted Federal funds, leadership and job training programs, a 19-county arts and humanities council, development of legislation to provide minibus service for the rural elderly, codification of city ordinances, and creation of a comprehensive community development information center. Bills have been introduced in the Minnesota Legislature to change public policy regarding some of the problems that were identified.

Title I support has been terminated, but the college used the title I funds to initiate a $400,000 program with a grant from the Kellogg Foundation.

FLORIDA

Project.—Consumer Education for Low-Income Families.

Sponsor.—Florida State University.

Director.—Lilliam H. Mohr, School of Home Economics, Florida State University, Tallahassee, Fla.

Duration.—Fiscal year 1974.

Funding.—(Federal) $11,036; (matching) $5,518—33.4 percent of total.

Summary.—Ten community residents helped design individual programs to prepare themselves to offer consumer education programs to the poor. Several community agencies dealing with the poor have decided as a result of the project that they should initiate consumer education programs within their agencies.

Problem.—Community leaders in Tallahassee were aware that poor people did not use their economic resources effectively and were unaware of both their rights and responsibilities as consumers. The project was designed to survey low-income families about their views on consumer problems; to train 10 community residents as paraprofessionals in consumer education; and to use the paraprofessionals to bring consumer education to 200 families in the community. The project was suggested by the legal counsel for the Southeast Regional Office of the U.S. Office of Economic Opportunity.

Activity.—The project was carried out in two phases. First, 10 community residents were selected and trained, who in turn offered consumer education courses within their respective communities. All participants were suggested to the project by agencies which worked with poor citizens. The project director had been a member of the board of directors of the Community Action Program in the area and had served as president of the American Council of Consumer Interests. Two graduate assistants worked full-time on the project, and volunteer help was offered by speakers from the banking, life insurance, and auto industries as well as by representatives from State and local agencies concerned directly or indirectly with consumer affairs.

The classes for the paraprofessional trainees were held in the target area of the community. The trainees helped design their own training programs and consumer education programs they would offer to community residents.

Family values and goals, income planning, shopping, borrowing money, insurance, buying and maintaining a car, public housing, and landlord-tenant relations were among the topics covered by the project.

The project was divided into five phases: 1. A survey by graduate students of the community's consumer education needs. 2. Preliminary development of materials and resources. 3. Selection of paraprofessional trainees. 4. Ten 3-hour classes for the paraprofessionals. 5. Ninety-nine consumer education classes for 20 community agencies or groups.

Results.—A former maid who received the training became a consumer counselor for the Community Action Program. Two other trainees are giving consumer education courses at halfway houses. Other trainees have been able to save money, buy property, and open checking accounts. A community agency reported that seven young people opened savings accounts as a result of the project. In addition, several community agencies have decided consumer education should be an important component of their programs.

For the university, the project has brought numerous requests for consumer education resource materials. For example, the university's consumer education projects supply articles for newsletters for senior citizens.

The project has shared resources with another title I project for continuing consumer education. The project has served as a model for similar projects around the State. Components of the project are being incorporated into a three-State consortium sponsored by the University and supported with title I discretionary funds.

The State Board of Education has funded a consumer education for low-income families training program for September 1974, through June 1975.

WISCONSIN

Project.—Water quality analysis and public education program for the Lake Superior Basin in Wisconsin.

Sponsor.—Center for Lake Superior Environmental Studies, University of Wisconsin at Superior.

Cooperating institution.—Northland College, Ashland, Wis.

Director.—Albert B. Dickas, director, Center for Lake Superior Environmental Studies, Barstow Hall, University of Wisconsin, Superior, Wis.

Duration.—May 1, 1973, through June 30, 1975.

Funding.—Federal, $80,316; matching, $40,209—33 percent of total.

Problem.—The Federal Water Pollution Control Act of 1972 mandated citizen involvement in solving water quality problems. But no money was provided to educate citizens on the complexities of water pollution. The title I project was designed to gather basic data on water quality in the Wisconsin portion of the Lake Superior Basin and to share this information with citizens and water quality planners. Through direct contact with the target groups as well as use of the news media to reach the general public, the project placed water quality data in the hands of planners and citizens.

Activity.—The project provided written reports on water quality for the planning agencies. The data, gathered over 2 years, also were placed in a computer bank of water quality information needed by the planning community to develop water quality plans. For citizen groups, the project used a variety of tools to communicate information: Slide sets, brochures, water quality booklets, group meetings, and the news media.

Results.—For the first time, basic data on Lake Superior's water quality was brought to the attention of planners and citizens. Prior to the project, it was widely assumed that Lake Superior was relatively unpolluted. Now the community is aware of pollution problems. Planning agencies have used data from the project in developing water quality plans. For example, one areawide agency used data to draft five technical reports for the agency's comprehensive water management plan.

The title I project published 12 different documents ranging from brochures for citizen education to technical reports on water quality.

"For the university, the project led to involvement with citizen groups, Government agencies, planning agencies, and other colleges and universities." The university's vice chancellor for academic affairs credits the project for the faculty's ability to work together in multidisciplinary environmental studies. The project also led to the development of two new degrees: A bachelor of science in environmental studies and a master of science in natural science.

The project stimulated $163,195 in support from four other Federal agencies and one Wisconsin agency for seven related water quality studies. And the Center for Lake Superior Environmental Studies sponsored a second title I project with six other campuses in Wisconsin, Minnesota, and Michigan to extend to other regions the continuing education program which it developed.

IOWA

Project.—Conferences on the Future of the State of Iowa.

Sponsor.—The University of Iowa.

Cooperating Institutions.—Iowa State University and the University of Northern Iowa.

Director.—Dean Zenor, Associate Dean, C113 East Hall, The University of Iowa, Iowa City, Iowa.

Duration.—Fiscal year 1973.

Funding.—(Federal) $37,730; (matching) $20,561—35 percent of total.

Summary.—Through a television program, task force reports and regional and community meetings, this project helped publicize and explain important issues that would face the State through the year 2000. The issues included economic development, energy scarcity, life enhancement, and natural resource development and protection.

Problem.—The project, Iowa 2000, focused on the major issues facing the State during the next 25 years. Prompted by a speech made by former U.S. Rep. John C. Culver, now a U.S. Senator, the State Legislature adopted a resolution asking the Governor to establish a statewide comprehensive conference on Iowa's future. The project's goals were to create statewide awareness of the trends affecting Iowa's future; to identify the major problems that the State will face; and to suggest goals and strategies for reaching the goals.

Activity.—Governor Robert D. Ray appointed an interim planning committee made up of representatives from higher education, citizens groups, the news media, business, politics, government, and private citizens. The committee selected the issues to be considered and appointed the task forces and regional committees. Assistance was provided by other universities and businesses.

A total of 49,527 Iowa citizens attended local and county meetings and eight regional conferences, all of which were open to the public. The regional meetings selected representatives for a followup statewide conference. The local and county meetings used task force reference papers as a basis for discussing the major issues. The papers contributed to the background which regional delegates brought to the State conference.

Financial assistance for the project came from contributed television time, a State appropriation, the University of Iowa Foundation, and an indirect cost contribution by the sponsoring institution.

Results.—The project produced a 1 hour television film, which is available for showings; two slide shows on Iowa; the task force background papers and final reports, and a printed final report. The State conference urged the Governor to ask the legislature to appropriate funds to continue the program in 1975–76. Iowa 2000 also is included for funding in fiscal years 1974–75 in the plans of the Iowa Board for Public Programs on the Humanities.

During the project, Iowa State University's Cooperative Extension Service provided support through its statewide network, in addition to its regular community service activities. Based on public interest in the project, the State title I agency has made Government and Community Affairs a priority in its State plan and a factor in evaluating fiscal year 1975 project applications.

In reviewing the program, the Governor commented that "Even though these conferences have been concluded, the effort has not. For now Iowans will continue to think about the future of their State. Iowa 2000 serves to strengthen our awareness of the need to constantly consider our future, Iowa's future, and to think about our actions today in the broad context of the years and decades to come."

Mr. Brooks. We would like to speak for a program in which we. Mr. Riemer from Pennsylvania—I am sorry, I omitted this—is chairman of our steering committee, and he has a sore throat and asked me to speak for the committee.

We would like to speak for a program which we can say unequivocally that the Federal Government and our taxpayers have received more value for Federal funds invested than from any other Federal education program of the past or present. This is a big statement, but I feel that an analysis of the programs around our States could prove this to be true.

Communities today are faced with a vast array of physical and human conditions requiring the assistance of higher education in strengthening community resources and in working toward solution of problems associated with economic stability, energy resources, environmental quality, governmental leadership, housing, et cetera.

The potential activity and contributions of postsecondary education institutions to the alleviation of such pressing national problems is unique. With the college and the community in partnership it is possible to assemble the contributions of the specialized disciplines into more rational patterns for dealing with the range of community problems.

At this time, I would like to briefly discuss some of the things that are happening around the country.

NATIONWIDE PERSPECTIVE

To date, the title I program has made possible the active participation of more than 1,200 postsecondary educational institutions in cooperative community service activities. About 9,600 faculty members have been involved in the program. More than $50 million matching has been provided by States over the life of this program. Eighty to ninety percent of these matching moneys were provided by postsecondary education institutions. In fiscal year 1974, more than 700 institutions were assisted by title I (HEA).

With the increased appropriation in 1973, and continued in 1974, 211 institutions participated in title I for the first time. This 211 included: twenty-nine 4-year public; 112 2-year public community colleges; sixty-one 4-year private institutions; seven 2-year private institutions; and, 2 professional institutions.

There has been a marked increase in the number of community colleges participating in title I. The number of 2-year public community colleges increased from 38 in 1967 to 236 in 1973. In 1973, a total of 162 new institutions entered the program for the first time.

Title I continues to serve as the best example of effective Federal-State teamwork in strengthening the continuing education community service capability of postsecondary education institutions, and in providing problem-solving assistance to our communities. One of the significant aspects of this program is its ability to provide a timely response to immediate and pressing national, State, and local concerns and problems. An example of this response was evidenced in 1974 when five States funded projects dealing with energy conservation and energy policy matters.

STATE AND LOCAL PERSPECTIVE

Due to the constraints of time, we will be unable to present a detailed account of the title I (HEA) developments in each State and locality. However, we do feel that a brief summary of the highlights of the two States represented by Mr. Reimer and myself will provide this committee with a better perspective of how title I has served the States of Pennsylvania and Georgia.

During the 10-year life of the university's community service program in Pennsylvania, 48 different colleges and universities have shared in approximately $4 million in funds to provide 238 community service projects across the State. These projects have attacked the full range of community ills, from consumerism and unemployment, to the revitalization of an entire town to provide new industry and jobs. The colleges have overmatched the Federal dollars to the extent of $3.5 million and new delivery systems have been put into place to accomplish this objective. However, without the Federal support which has been the lifeblood in strengthening this commitment, the effort would surely die—not from lack of desire, but simply from a dollar-and-cents reality.

Through the support of title I (HEA) the number of Georgia institutions of higher education participating in community service has increased from only 4 in 1966 to more than 40 in 1975.

Educational programs under title I (HEA) have been conducted in: (a) long-range planning for the development of coastal Georgia (land use planning); (b) developmental programs for volunteers in social services; (c) adult development and aging programs designed to equip individuals to work more effectively with the increasing population of older adults; (d) educational programs designed to revitalize small-town economic activity—small business activity; (e) upgrading the occupational competency of professional and para-professional personnel in State government agencies. These programs are illustrative of attempts of our institutions of higher education to assist communities in solving problems. The amount of available funds has been minimal, but the impact has certainly been measurable. These beginning efforts have not alleviated the need for continuing such programs.

As a result of "seed" funds provided by title I (HEA), there presently are more than 20 CSCE programs in Georgia funded or supported from other sources which were initially supported by and implemented with title I funds.

In Georgia, title I (HEA) has resulted in the creation of partnerships in problem solving between the colleges and communities participating in the program. Title I (HEA) has been instrumental in developing community service as a major function in a majority of Georgia's institutions of higher education.

Appended to this statement, with the request that they be included for the record, are examples of innovative continuing education-community service activities which will serve as illustrations of title I programs conducted in several States. These examples present evidence that title I has increased college-community cooperation in planning and conducting activities directed toward specific community problems.

Title I has effectively served as a catalyst, providing a basis for interaction between communities and postsecondary education institutions in a combined community problem-solving effort. This kind of effort will cease in a majority of states if Federal support does not continue.

PROGRAMS FOR OLDER AMERICANS

Several States have utilized title I funds to initiate programs designed to support educational programs dealing with problems associated with aging. These title I (HEA) programs have provided evidence that higher education in concert with community groups has excellent potential for alleviating many of the problems of the elderly. However, funds to support a wide range of educational programs for older Americans and the service personnel who work with them are not available from existing sources.

The amendments to the Older Americans Act in 1973, expanded the Community Service and Continuing Education Program (section 110) to authorize grants to institutions of higher education for the planning, development, and implementation of "programs specifically designed to apply the resources of higher education to the problems of the elderly, particularly with regard to transportation and housing problems of elderly persons living in rural and isolated areas."

The funding of this authority will be a significant step toward the goal of a comprehensive Federal-State educational program for the elderly. We therefore, recommend a start-up appropriation of $3 million to initiate this experimentation and demonstration program. Adequately funded pilot and demonstration projects, as were authorized, will achieve their objectives, and will also stimulate the States to initiate similar programs.

NATIONAL REVIEW AND EVALUATION

The National Advisory Council on Extension and Continuing Education was authorized by the Education Amendments of 1972 to engage in a review and evaluation regarding the title I HEA program. The third interim report to the Congress regarding the impact of title I stated:

> The most readily documented benefits of title I projects are the effects they have had upon grantee institutions. As a direct result of title I involvement, many institutions have created a Division of Continuing Education, a new department, a new curriculum or a series of new courses. In addition to these structural changes, there was evidence that faculty involvement in title I produced insights and experiences which led to better educational offerings on the campus and to more informed research and writing.

Further, the report concluded:

> What has been singularly impressive in the states reviewed to date has been the enthusiasm for Title I as a means of stimulating unique programs through inter-institutional arrangements. Administrators and project directors have uniformly insisted that many endeavors in their states would not have occurred nor would certain opportunities to share and pool institutional and community resources have taken place without the impetus of Title I. The frequency of such positive testimonials indicates that Title I is perceived as a critical agent in promoting and extending the community service/continuing education goals of many post-secondary institutions.

This congressionally mandated study will delineate and provide an analysis of the "facts" for the Congress to consider in making its assessment of the need for and the value of Federal support for Community Service and Continuing Education.

SUMMARY

We have proven conclusively that the intent of this legislation has been met—that post-secondary education institutions and State agencies which we represent—can redeploy or reallocate our educational resources to assist communities in the amelioration of community problems. But, we are equally convinced that this continued thrust can be maintained only through Federal initiative. These national problems which title I continues to address require Federal support matched by State and educational institutional "hard cash." Economic conditions are such at the State level that most States could not assume total responsibiliy for the program. Local communities, and above all, post-secondary educational institutions would be unable to support the total effort. The loss of Federal support would result in the rapid atrophy of a smoothly functioning delivery system of service to communities whose needs are now greater than ever.

Title I, the community service and continuing education program, is the only Federal programs specifically designed to involve our higher educational institutions in the real problems of our communities. This program combines three forces—communities, faculties and students—to provide a highly effective instrument for dealing with concerns of American communities. Failure to refund this program at the minimum growth level will create an unacceptable alternative which our society can ill afford.

A fiscal year 1976 appropriation of $28 million will assist the States to continue providing high-quality programs, geared to State and local identified needs. With $3 million of this sum allocated for section 110 of the Older Americans Act (1973), we can then make a significant contribution to the improvement of the quality of our older Americans.

Mr. Chairman, this concludes our written statement, and we again appreciate the opportunity of appearing here this afternoon.

Mr. FLOOD. Not at all. I am glad you came. Thank you. It was nice talking with you.

We will insert in the record a number of additional statements with regard to education appropriations which we have received from various interested organizations.

[The statement follow:]

Hon. DANIEL FLOOD,
Chairman, Subcommittee on Labor, Health, Education, and Welfare, House Committee on Appropriations, Rayburn House Office Building, Washington, D.C.

DEAR MR. CHAIRMAN: The Committee for Full Funding of Education Programs, a broadly based coalition of education groups, respectfully requests that the attached testimony upon the fiscal year 1976 estimates for the Education Division of the Department of Health, Education, and Welfare be made a part of the hearings record before your subcommittee.

The Full Funding Committee is most appreciative of the decision taken to report out a separate appropriation bill for fiscal year 1976, and for your inclusion in that bill of forward funding of some programs administered by the Office of Education. The early decisions of the Congress in this area permit better planning for the use of the funds provided which should result in a more economical and efficient use of the funds.

With kindest regards,
Sincerely,

CHARLES W. LEE,
Executive Director.

Mr. Chairman, the Committee for Full Funding of Education Programs, a nonpartisan, broadly based, informal coalition, of individuals, educational institutions, associations, and other concerned organizations, has, since 1969, annually striven to achieve adequate Federal support for all levels of the Nation's educational structure.

We welcome and appreciate the courtesy of the subcommittee in giving us this opportunity to share with you our concerns about some aspects of the proposed budget.

In reviewing the estimates presented by the administration for fiscal year 1976 funding and the forward funding of fiscal year 1977 for programs administered by the Education Division of the Department of Health, Education, and Welfare, we regret to report that once again we find we are constrained to urge that you and your colleagues on the subcommittee increase materially the estimates presented for the 18 month period beginning July 1, 1976.

CURTAILMENT OF FEDERAL EDUCATIONAL ROLE

With respect to elementary and secondary education, which in fiscal year 1975 provided a Federal share of 9 percent of the cost of education, the administration proposals for fiscal year 1976, if adopted, would permit a Federal share of but slightly more than 6 percent.

For higher education, in student assistance alone, the additional $390 million for the basic opportunity grant program requested, does not make up for the decreased funding proposed for the supplementary opportunity grant and the direct student loan programs of $560 million.

In fiscal year 1975, the total student assistance funding level was $1.23 billion; for fiscal year 1976, the administration contemplates $1.05 billion. Despite these reducations, the basic opportunity grant program is expected to accomodate an additional year of student support, and additionally, to fund part-time students, previously not covered.

Since further, the average grant is expected to increase from $600 to $800 per student for the year, unless additional funds are provided, there can be no other conclusion reached, but that the numbers of young people assisted would be materially reduced.

INFLATIONARY EFFECT

Holding Federal educational funding to fiscal year 1973 levels, given the inflationary history of the past year which ran in excess of 10 percent, and accepting an optimistic forecast of but a 6- to 8-percent rise for fiscal year 1976, countering the effects of inflation alone would necessitate the addition of more than $600 million to the Education Division programs beyond the amounts provided for fiscal year 1975.

If sums of this magnitude are not provided, we must recognize that a decrease in educational goods and services of that amount of buying power is inescapable. We suggest that in a period of recession, when the economy requires stimulation from Federal sources, education provides, because of its labor intensive nature, an excellent channel for productive investment.

DUBIOUS BASE OF THE ESTIMATES PROVIDED BY THE ADMINISTRATION

Perhaps a basic objection to much of the data provided the subcommittee by the administration is that all comparisons with fiscal year 1975 were made using figures which presupposed that the Congress would accept rescissions being proposed by the administration, for educational activities. That premise is no longer tenable, because of the actions flowing from congressional passage of the third rescission bill.

Again, many of the administration projections for fiscal year 1976 were based upon the questionable premise that new authorizing legislation would be enacted in time to redirect the money appropriated for fiscal year 1976. Such assumptions need to be discounted in view of the status of the proposed authorizing legislation.

All programs that are covered by the contingent extension authority of the General Educational Provisions Act, can and, we believe, should be funded in accordance with current statutory requirements. Funding proposals based upon the hypothetical future passage of controversial enabling legislation should be held in abeyance until the time arrives when a future supplemental appropriations bill is under consideration to which they then might be relevant.

ACTUAL CUTS BY PROGRAM IN FISCAL YEAR 1976 ESTIMATES

The overall figures presented in the estimates may easily distract attention from the very serious nature of the actual decreases for specific programs being advocated. Following is a table detailing the actual program cuts proposed:

TABLE I

[In thousands of dollars]

Program category	Fiscal year 1975 appropriation	Fiscal year 1976 budget request	Decrease
Elementary and secondary:			
Bilingual education	84, 270	70, 000	14, 270
Follow Through	53, 000	41, 500	11, 500
Educational broadcast facility	12, 000	7, 000	5, 000
Environmental education	1, 900	0	1, 900
Subtotal			32, 670
Impact aid:			
Public Law 874:			
(a) Child	223, 900	162, 000	61, 900
(b) Child	354, 616	40, 000	314, 616
Special provisions	14, 500	8, 000	6, 500
Public Law 815 school construction	20, 000	10, 000	10, 000
Subtotal			393, 016
Vocational education programs	552, 798	530, 167	22, 631
EPDA:			
Urban/rural	5, 541	4, 212	219
Career opportunities	1, 784	0	1, 784
Categorical programs	814	0	814
Vocational education	9, 000	0	9, 000
Higher education	2, 100	0	2, 100
Subtotal			36, 658
Higher education:			
Student assistance:			
Supplementary opportunity grants	240, 300	0	240, 300
College work-study ($119,200 approved by House in emergency supplemental not included)	300, 200	0	300, 200
Direct loans:			
Federal capital cont	321, 000	0	321, 000
Institutional loans	2, 000	0	2, 000
Institutional assistance:			
Language training and area studies:			
Centers, fellowships, research	11, 300	8, 640	2, 660
Fullbright-Hays fellows	2, 700	1, 360	1, 340
University community services (title I HEA)	14, 250	0	14, 250
Aid to land grant colleges:			
Annual appropriation	9, 500	0	9, 500
Permanant appropriation	2, 700	0	2, 700
State postsecondary education			
State administration	1, 000	0	1, 000
Comprehensive planning	2, 000	0	2, 000
Veterans cost of institute	23, 750	0	23, 750
Cooperative education	10, 750	8, 000	2, 750
Personnel development:			
College teacher fellowships	4, 000	1, 000	3, 000
Public service fellowships	4, 000	0	4, 000
Mining fellowships	1, 500	0	1, 500
Ethnic heritage studies	1, 800	0	1, 800
Subtotal			683, 750
Library resources:			
Public libraries:			
Services	46, 364	10, 000	36, 354
Interlibrary cooperation	2, 594	0	2, 594
College library resources	9, 975	0	9, 975
Training and demonstration	3, 000	0	3, 000
Undergraduate institute equipment	7, 500	0	7, 500
Subtotal			59, 433
Higher education faculty loan and insurance fund	2, 701	2, 192	506
Total decreases			1, 20039

Education of the handicapped: Rescission requested of $102,500 for fiscal year 1975 and fiscal year 1976; $52,500 for fiscal year 1975 and $50,000 from forward funded fiscal year 1976. Action by both House and Senate denied request.

In short, the administration proposes that $1.2 billion, as provided in fiscal year 1975 for the foregoing programs be eliminated, and unavailable for obligation in fiscal year 1976.

Cuts of this magnitude would seem to be occasioned more by a desire to shift policy with respect to the Federal role in the support of education, rather than with a simple retrenchment approach. This shift in emphasis—of turning funding responsibility over to other governmental levels—can, of course, be properly done through modification of the authorizing statutes, rather than through use of the funding process. But that it is a policy shift, gains credance as a concept as the increases proposed are reviewed.

EXAMPLES OF EMPHASIS SHIFT

Impact aid

$3 million increase is proposed for Public Law 874 to meet the full entitlement costs of children who attend school on Government property. It is a required payment in connection with other Federal activities.

$293,016,000 in decreases to 3,500 school districts would have to be made up by offsetting increases by State and local school authorities, since the per child cost continues. Federal support of partial costs of the education of children would decrease from 2.1 million children to 997,000 children.

Library resources

$20 million increases are proposed to fund a new replacement library program, whose draft language has yet to be introduced, yet

$59,423,000 in decreases, are advocated on the basis that the cost could be assumed by State and local sources.

Yet, part of the argument advanced in support of the shift is that general revenue sharing moneys, in the amount of $82 million are available. The argument ignores the fact that only 14 percent of libraries have received general revenue sharing money, and that in the case of those that did receive it, in 46 percent of the cases the revenue sharing money was used to supplant, rather than to supplement, State money previously made available. Indeed in some jurisdictions there was little, if any, money made available in addition to that previously received. In Wisconsin, for example, 99 percent of the revenue sharing received was to replace State money no longer supplied. In Virginia, 97 percent of the funds were in this category, as were 76 percent of the California moneys.

Student assistance

$414 million increases in basic opportunity grants and State incentive grants are more than offset by,

$613,500,000 decreases in supplementary educational opportunity grants, college work-study, and NDEA title II direct student loans.

These shifts from the Federal to the individual, or to the State would, unless modified by the Congress, sanction decreases affecting students adversely, as follows:

The increases would aid an estimated 312,000 students. The decreases would affect an estimated 851,000 students, for a total net decrease of 539,000 students assisted. These students would need to find alternative financing sources or forego or delay postsecondary education.

The administration action assumes that the student needs could be met from State support, or by increased use of the guaranteed loan program. Yet, the developments in that program, raise questions as to whether the administration assumption is either a realistic or a desirable one from the standpoint of public policy. In any event, the point can well be made that substantial changes in policy, as expressed in statutes still operative, ought not to be made with budgetary tools, rather, if warranted, they should be accomplished in the orderly process of repeal of amendment of the authorizing statute.

SUPPORT FOR ADMINISTRATION INITIATIVES

In presenting those analysis of the Education Division estimates, it would be one sided not to take note of one area where estimates have been presented to fund new authorities, or rewritten authorities, as in the case of the Special Projects Act, which increased funding by $20,093,000 to the fiscal year 1975 base. The authorization for these programs is $200 million. The full request for $38.933 million thus represents an appropriation recommendation of one fifth of the ceiling for fiscal year 1976. The areas covered by the Special Act are of ever increasing importance—the conversion to the metric system, the discovery, encouragement and curriculum needs of gifted and talented children, consumer information, career education, women's educational equity,—all are deserving of, and will repay investment in, increased levels of Federal support.

The $6,100,000 increase contained in the estimates for the National Center for Educational Statistics is welcome. The program could, however, better serve the Congress and the Nation if the full authorization of $25 million were to be provided.

In fiscal year 1976, we will be expending for all education, all support sources and levels, in excess of $110 billion. $25 million, the authorization ceiling, thus represents, for this basic data gathering and interpreting function, the equivalent of spending 25 cents to keep track of, and gather information about, an educational expenditure of $1.1 million.

In this connection, additional sums provided beyond the requested amount, might well be accompanied by committee report language direciting that a computer programing system be established with respect to eductaional funds from Federal sources, which would produce a complete report by congressional district, of dollars received by program authority, by recipient institution or agency, each year. Such an informational resource could easily be used in evaluating the effects of proposed budget changes for programs, the analysis of formula changes in legislation proposed, and in many other useful and informative ways.

In a similar fashion, with respect to the National Institute for Education, additional sums over the budget estimates, should be provided in order that essential studies in important educational areas might be funded directly from amounts provided that agency, rather than by having program money appropriated under other authorities, transferred to NIE to the detriment of the field operations of the transferring agency.

BILINGUAL EDUCATION

A review of the estimates in many areas causes concern. An example may be found of the difficulties posed by the inadequate level of funding for a program such as title VII, of the Elementary and Secondary Education Act of 1965, as amended. In fiscal year 1974, 383 bilingual projects serving 236, 125 students were supported. For fiscal year 1976, only 289 projects are contemplated, serving but 201,600 students.

In fiscal year 1974, inservice training was provided 9,000 teachers; in fiscal year 1976 it is contemplated that but 4,000 teachers will be given this type of training.

Yet the Office of Education estimates that between 1.8 million to 2.5 million children have limited English-speaking ability, and that there is a need for some 100,000 teachers to work with them. It is also to be regretted that no estimate was submitted for sec. 702(b)(2) of title VII, for this coordinating mechanism provided to the State educational agencies in the authorizing law is most needed, particularly those States who are under court order in this area.

The disparity between the admitted needs in the bilingual area, and the limited funds recommended to deal with the problem need to be resolved, by congressional action for the requested funds are patently understated.

ADULT EDUCATION

Under the estimates for adult education, whose authorization is $210 million, $67,500,000 is requested. The program is focused upon the educational needs of 52.5 million citizens, 16 years or older, who are functionally illiterate. Its aim is to help them become employable, productive, and responsible. As recommended, less than 1 million adults can be reached at the funding level advanced. Again, these basic facts speak for themselves. The return to the Nation, State and community of increased Federal investment in this area, is manifest.

CONSTRUCTION NEEDS

At a time when the national economy needs the Federal stimulus, we call to the attention of the subcommittee the reservoir of unmet educational construction needs in three areas. Under Public Law 815, there is an unmet backlog of $300 million worth of elementary and secondary school construction which is eligible for funding; there is renovation, repair, and modernization work which could be accomplished in our college classrooms and libraries of more than $380 million; and the investment of $50 million in public library construction would generate an additional $150 million from State and local funds to provide $200 million for our public libraries. The projects are approved, or approvable with little time lost, when the money is forthcoming. An important additional benefit from such a capital investment, is the fact that such an investment would generate new jobs directly in the construction industry, and secondarily, in the industries which serve it. Using the yardstick of 36 jobs created for each million dollars available for school construction, and a similar factor for educational broadcasting facilities, which has an authorization of $30 million, although the administration is recommending only $7 million for fiscal year 1976, at a highly conservative estimate, some 70,000 new positions could be filled to work on our higher education structures, and an additional 20,000 new jobs would be made available in our schools at the elementary and secondary levels and in extending and improving our educational television facilities.

RECOMMENDATIONS

In this review, not all meritorious programs have been dealt with in depth, nor has the case been made as well as in the direct testimony the subcommittee has received from those most closely concerned in the operations of the Education Division as it affects their constituency. Representatives of vocational education, exceptional children, proponents of Follow Through, right to read, the area studies and language training centers—all can and have brought to the subcommittee their special knowledges, insights, and recommendations, the guidance counselors, the student finance officers, the school superintendents and the college deans have each sought your assistance in providing adequate financing for the coming fiscal year, so that they could do a better job in helping your constituents and their children prepare for the final decades of this century and the opening decades of the next.

The few programs we have dwelt upon, have been mentioned to illustrate some general principles, but we would certainly wish to support those who shared with you their factually based concerns, and to associate the Committee for Full Funding with the views they have expressed.

In closing, we would ask the subcommittee to review the forward funding provided in the fiscal year 1975 appropriation bill, in the light of subsequent developments, and to add in the bill you are reporting, such additional sums as may now be necessary to bring them up to levels more appropriate.

While we recognize each year, that the appropriations provided are necessarily the result of the allocation of scarce resources among many competing and justifiable needs, all of whom have been found to have merit through their enactment, and consequently the full funding of any program is likely to be the exception rather than the rule, we still believe that the best objective measurement of the needs that exist in education, and in our society, are those set forth in the authorization ceilings of the enacted statutes, and therefore we urge that the appropriations action this year, and every year, be a closer approximation of the amounts that the Congress and the President have found, in the authorizing law to be a legitimate claim on the Treasury.

We further urge that program change and policy shift be reflected, not as the administration has consistently sought to do through the appropriation process, but rather through the controlling authorizing laws. We would urge that the appropriations committee use its power and authority to provide initial funding to each authorized activity, such as those cited earlier—the cost of education payments funding for the first time is an example—and by so doing indicate to the administration that it expects merit based recommendations both as to programs it favors and chooses to fund, and as well, program based reasons for nonfunding of authorized activities. Unless the record is complete, open and frank in these areas badly needed, and meritorious initiatives may unintentionally be overlooked.

The major recommendation we would make to the subcommittee is that in considering the Education Division budget for fiscal year 1976, it reject those areas of decrease below fiscal year 1975, and using an earlier year as a base to which to apply a corrective factor for increased costs so that the total educational goods and services available be not reduced.

Each component of the Nation's educational structure is mutually interdependent. Assistance from the Federal level addressed to any part has beneficial results ultimately to every part. But each level of education, has for the coming year, financial problems, greater than ever before. Fuel costs at the post-secondary level, as much as at the elementary and secondary levels, affect directly the educational goods and services offered in the classrooms of each. Vocational training, adult education, is never more important than in a time of economic recession. The elimination of the use of endowment funds to replace federal funds withdrawn, as in the case of the land grant colleges, who have been eliminated in the estimates, can only have an adverse effect upon the quality of education offered by those institutions, and it is the student who loses.

Thank you for your courtesy in considering these views.

EDUCATION PROGRAMS

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LETTER AND STATEMENT OF COMMITTEE FOR FULL FUNDING OF EDUCATION PROGRAMS

STATEMENT OF CARL J. MEGEL, DIRECTOR OF LEGISLATION, AMERICAN FEDERATION OF TEACHERS, AFL-CIO

Chairman Flood, members of the subcommittee, the American Federation of Teachers, AFL-CIO, a union of more than 450,000 teachers and other educational personnel, is submitting this statement on behalf of greater Federal support for our system of free public education. We believe that there is no wiser investment the Federal Government can make than that of education.

An investment in education is an investment in the productivity of our citizenry. It has been estimated that between 30 and 40 percent of the United States economic growth since the 1940's is attributable to schooling and the development of new skills. ("Accounting for United States Economic Growth, 1929–69," Edward F. Denison, Brookings, 1974.) Investment in education is an investment in a higher standard of living for all our citizens. The primacy of the United States in standard of living measures has been attributed to American know-how, ingenuity and other vague and rather mysterious formulations. In fact, these phrases are euphemisms that describe the success of our system of education. Our workforce has know-how and ingenuity because it is the most educated and best-trained workforce in the world. The rise of the United States as an industrial, financial and economic giant is interwoven with the rise of our system of universal free public education.

The AFT was dismayed when the administration's budget was released last month. Education again was the extra guest at the dinner table, given what was left over after the invited guests had finished; $400 million less than last year despite the fact that the budget total was the largest in the history of the United States. Those of us concerned with the health of education now look to the Congress and especially to this subcommittee to again reject this set of priorities.

The Administration's fiscal year 1976 budget for education is deficient in many ways. In terms of obligations for the education, manpower and social service budget component, the fiscal year 1976 request represents a total of 4.2 percent as opposed to the 5 percent represented in fiscal year 1972. The fiscal year 1976 budget request for education is also a smaller piece of the HEW total, down from 7.3 percent in fiscal year 1971 to 5.2 percent in fiscal year 1976. The fiscal year 1976 budget request for education amounts to a $400 million cut from the current level of operation in absolute dollars, and if we look at the budget in terms of the 11 percent rise in the cost of living during calendar year 1974, the amount requested means $1.1 billion less in purchasing power for educational personnel, goods and services. This record of steady decline is not the result of any conscious congressional decision to shortchange education. It is the result of using the administration's budget requests as a method of measuring results.

The administration's budget requests are based upon some rather dubious premises. First, the dollar amounts showing comparisons with fiscal year 1975 are based upon requested rescissions that have already been disapproved with the passage of H.R. 4055, the third rescission bill. Second, the estimates are based upon the passage of legislation redirecting the use of Federal funds. Needless to say, even if the Congress agreed with this redirection, it could not be accomplished before expected action on the O.E. appropriations bill.

We urge you to consider these facts when you take up this bill. This committee, in its reports to accompany the appropriations bill for education, measures its action against what the administration requested, not against what the needs are or against what national policy should be. We realize that comparing your actions with the administration's budget is necessary to inform

Members of Congress of what has been done; however, we believe that this year the needs of our educational system are so great and the budget pressures on State and local governments—who provide 93 percent of the money spent for education—are so severe that the Congress ought to view this appropriations bill as a vehicle for preventing the deterioration of the quality of education programs and as a bill that aids our hard-pressed state and local governments.

Elementary and Secondary Education.—We urge the Committee to take into account that according to a study done in 1972 for the Senate Select Committee on Equal Educational Opportunity, every Federal dollar invested for the completion of a high school education generates $6 in national income.

Title I, ESEA.—The AFT recommends that this committee add $430 million to the $1.9 billion appropriation already made for fiscal year 1976, for a total of $2.340 billion. Inflation in education has run at approximately 10 percent per year even in those years when the national rate of inflation was less than 10 percent. Using fiscal year 1973 as a base, when the Congress appropriated $1.810 billion for title I, an increase of 30 percent or $430 million more than fiscal year 1973 is needed for this program to provide the same level of services to children as it did in calendar year 1972.

We further urge this committee to use this $2.23 billion as a base in calculating the needs in fiscal year 1977. The administration and many private economists expect inflation in calendar year 1975 to run between 8 and 11 percent. Title I should be forward funded in fiscal year 1977 at $2.574 billion. These dollar levels do not take into account what is necessary to provide title I services for all the children counted in the distribution formula (currently, only 45 percent are served). They do not take into account the needs of LEA's that have lost large amounts of title I funding because of the formula change last year. They do not take into account the funds that will be lost by many LEA's when authority for title I, part C funds expires in June of this year. They do not take into account the ever-increasing number of children who would qualify if the census were taken today for the title I count as the depression pushes their families into poverty. Title I is also a labor intensive program. Many thousands of teachers, paraprofessionals and other education personnel are employed in title I programs. An increase here would also prevent further layoffs and firings due to the ravages of inflation on education programs.

Finally, title I is an investment in the future earning capacity and productivity of millions of school children. The reason for title I programs is the high correlation between children from economically deprived backgrounds and children who need special assistance to succeed in their academic pursuits. Academic success is an irreplaceable factor in economic success as adult wage earners.

Education for the Handicapped.—We hope the committee will make up for the lack of foresight demonstrated in the fiscal year 1975 appropriation for this program. Funds for fiscal year 1975 represent only a fraction of the authorization of the State grant program. Funds could be appropriated for fiscal year 1975 and allowed to be carried over in fiscal year 1976. Special education is a special case for the relationship between education investment and future productivity of our children. More than half of the children in this country with special problems are currently not receiving an appropriate education. Many courts have now ordered that these children be enrolled in the public schools. The costs of educating handicapped children far exceeds that of children without special needs, but the cost is an investment. Without this effort, many of these children will reach adulthood without the skills needed to earn their own way and they will need even more costly rehabilitation programs in addition to the funds necessary to pay welfare benefits and for institutional care. We again urge early investment that can prevent even more costly expenditures later on.

Bilingual Education.—We urge an appropriation of $147,750,000, the full amount authorized for this program. The United States Supreme Court, in its *Lau v. Nichols* decision of last year, has ordered an education for all children who do not speak English. This program teaches English to non-English-speaking children and provides education in their native language until such time as they are competent in the use of English. The program is designed to help a child learn English and to maintain use of the native language.

If the committee appropriates the full amount authorized, it will not provide funds for all the children who need bilingual education, but it will provide States and local education agencies with needed support funds both for ongoing programs and for training of personnel to be used in meeting the Supreme Court mandate. The United States takes pride in its accomplishment of assimilating huge numbers of immigrants into the American mainstream, but the needs of our economy are different today. There is little call for unskilled labor that cannot speak or use the English language. Funds spent here are again an investment in the earning capacity, employability and self-reliance of children who need these programs.

Impact Aid.—Because of the new entitlement and eligibility criteria for impact aid assistance, it is now imperative to substantially increase the amount appropriated for this program. Children residing in public housing facilities will now be counted under the impact part B program. Further, the funds made available for these children are earmarked for use in compensatory education programs. We believe that the committee should appropriate $850 million for impact aid to make sure that ongoing assistance is not disrupted by the inclusion of the newly counted public housing children. We believe that so-called "tier III" of impact aid should be funded as quickly as possible to augment the educational opportunities of children residing in public housing, children who generally come from economically disadvantaged backgrounds.

In addition, we understand that there is over $200 million of school construction that could be immediately undertaken if the funds were provided under Public Law 81-815. We hope the committee will provide these funds. The schools are still needed and stimulating construction is one of the best ways to put people back to work in our depressed economy.

Vocational Education.—We recommend the full authorized amount for the State grant program of $504 million; for students with special needs, $60 million; consumer and homemaking, $50 million; work study, $55 million; cooperative research, $25 million; State Advisory Councils, $4,316,000 (this would provide $50,000 for each State council); for vocational research grants to States for innovation, $18 million; curriculum development, $10 million; and grants to States for research, $20 million. In addition, we recommend $11 million for EPDA part F, and $10 million for career education, for a total of $747,316,000. The vocational education program provides education for children and adults to prepare them for their roles as both workers and citizens by providing an academic education in conjunction with the development of skills needed in the world of work.

Adult Education.—This program provides education for adults including basic literacy skills. In times of high unemployment, adult and continuing education can be used to provide both employed and unemployed with skills that can help them both find employment, advancement and enjoyment. Because of current high unemployment, we urge that you appropriate the full $175 million authorized for this program. More and more adults will be seeking the skills needed to compete in our highly specialized economy, and this program can make a significant contribution toward helping them secure needed education.

Higher Education.—Unemployment among youth aged 18 to 24 is twice the national rate. With the job market contracting at an alarming rate, now is not the time to cut back on student aid programs and force more and more young people into a job market that cannot absorb the over 7½ million people currently seeking employment. It costs the Federal Government an average of $1,000 per pupil to help maintain a student in college. A public service job costs an average of $8,000. Unemployment benefits and welfare costs substantially go over the $1,000 average. Keeping students in postsecondary education is also an extremely practical approach when we consider the fact that over half of all postsecondary students are enrolled part time. They are typically older than the average student age and are in school for reasons directly concerned with improving their employment prospects. In fact, three-quarters of all part-time students are already in the work force and pursuing education to improve employment-related skills. Investment here also deals with the problems of jobs being available, and individuals not possessing the skills needed to fill the jobs, so-called "structural unemployment."

Even with these facts in hand, the administration has requested $196 million less for student aid than in fiscal year 1975. They also propose terminating the supplemental opportunity grants. This budget level is $1 billion less than needed according to the American Council on Education. We urge funding of the BOG's program at the administration's budget request of $1.3 billion and continued funding of the SEOG program in order to prevent forcing even more young people into the current depression style job market.

Institutional Support.—Providing students with the financial ability to seek postsecondary education is not enough. Tuition only pays one-third of the cost of a college education, and in fact, by making students financially eligible for postsecondary education without providing for increased institutional aid may actually increase costs for students who dot receive Federal aid. By proposing to terminate many institutional aids, the administration's higher education budget would, if enacted, cause even higher costs in postsecondary education and would force out currently enrolled students. We urge the committee to continue funding these programs and to fund the Federal cost of institution program which has never been previously funded. Increased availability of postsecondary education is a desirable social goal. It is a necessary step in today's job market. The AFL-CIO, in its emergency program to put America back to work, has called for increased student aid to keep young people in college. We urge this committee to help facilitate this goal.

The administration has requested a total of $683,750,000 less for higher education in fiscal year 1976 than was appropriated in fiscal year 1975. We are attaching a chart to show where these cuts would occur. We trust the committee will set its own priorities this year as you have in the past.

The National Institution of Education.—NIE has reaped some deserved criticism in the past from the AFT because of its remote relationship to the work of teachers and its advocacy of a voucher program that threatened the whole basis of our system of free public education. Recently, however, the Institute has paid more attention toward trying to find answers to the problems teachers face every day in the classroom. The Institute has great potential for becoming the focus for the kind of research that education has needed and never really possessed. The administration has reduced the Institute's budget request and has yet to name a director. We in the AFT believe that in this year, the NIE could use $100 million to carry out research aimed at improving the tools available for the classroom teacher and aimed at dissemination programs through the States of results and methodology that show promise in improving educational methods.

Libraries—LSEA.—The AFT supports $62 million for title I library services. We urge $50 million for title II construction. Again, increased construction is one of the best ways to stimulate our economy. It puts people back to work both in building and in production of materials used in building. For title III, interlibrary cooperation, we urge $18.2 million.

Title IIA—higher education. We urge an appropriation of $30 million. That would break down to a total of $21 million for resources, $6 million for training, and $3 million for demonstrations.

ESEA IVB—support. We believe that $175 million is needed here: $100 million for library resources, $50 million for minor equipment and remodeling, and $25 million for guidance and counseling. Purchases of equipment stimulate the private sector by generating approximatley $2 in GNP for every $1 spent.

ESEO IVC—support and innovation. The AFT recommends an appropriation of $218 million for fiscal year 1976 and $242 million for fiscal year 1977 if forward funded. The programs under the old title III ESEA which is now consolidated with title V ESEA for the basis of much education innovation. This title provides State education departments with needed support for staff development and leadership. This program has been steadily retrenched over the past few years. This makes little sense in view of the increasing responsibility put upon State education departments by ever more complex requirements of Federal aid programs. Title III programs are State operated and form the basis of research and development as to what classroom techniques show promise in providing new methods of educating children.

We also recommend an $80 million appropriation for the special projects act. This is also the only discretionary money available to the commissioner. Many of the designated programs under this title, such as metric education, women's equity in education and community schools, show real promise for future education innovation based upon pilot projects that have worked.

The community schools program in Houston, Tex., for example, is attempting to implement magnet schools which would provide valuable education programs and also serve as vehicles for eliminating racial isolation. It is our understanding that the commissioner of education intends to set up a national diffusion network for programs that show success. By doing this, the costs of demonstration projects can be reduced with the designs for successful programs distributed to school districts who want them.

Emergency school aid.—We recommend that the committee fund the remaining authorization for emergency school aid. There can be no doubt that the need for this program is as great as ever given the truma of desegregation plans in Boston and other localities and the ongoing needs of many "first generation" projects.

Much of the difficulty of some desegregation plans is that at the end of the bus ride, quality education is not a certainty.

While what we are asking is considerably more than has ever been appropriated for OE programs, we believe that this investment in the future of our children is needed now. Unemployment is drastically reducing State revenues, especially in the States which have highest public needs. Accordingly, many States are financially strapped. It makes sense to make this investment now to prevent even more costly expenditures later for rehabilitation and income support. Education is a highly labor intensive activity, and there is no substitute for teachers, paraprofessionals and support personnel. Thousands of people are employed with Federal education funds.

Increased education is an investment in our future. It is a way to provide skills to students necessary for later success. It is a method of preventing even more severe unemployment, and it is now as it was in the past the key to social mobility and economic security for the future adults of this country. Ours is not a modest proposal, but it is one that can help improve opportunity for all the citizens of this country.

FISCAL YEAR 1976 BUDGET PROPOSALS

HIGHER EDUCATION PROGRAM DECREASES SOUGHT IN FISCAL YEAR 1976 PROPOSALS (WITHOUT RESCISSION ADJUSTMENT)

[In thousands of dollars]

Program	1975 appropriation	1976 budget	Decrease
Student assistance:			
SEOG's	240, 300	0	240, 300
Word-study	300, 200	250, 000	50, 200
NDEA II loans:			
Capital contributions	321, 000	0	321, 000
Loans, institutional	2, 000	0	2, 000
Institutional assistance language training and area studies:			
Centers, research, fellows	11, 300	8, 640	2, 660
Fullbright fellowships	2, 700	1, 360	1, 340
HEA I University community services	14, 250	0	14, 250
Land-grant colleges:			
Annual	9, 500	0	9, 500
Permanent	2, 700	0	2, 700
State public service commissions:			
State administration	1, 000	0	1, 000
Comprehensive planning	2, 000	0	2, 000
Veterans cost of instruction	23, 750	0	23, 750
Cooperative education	10, 750	8, 000	2, 750
Personnel development:			
College teacher fellows	4, 000	1, 000	3, 000
Public service fellows	4, 000	0	4, 000
Mining fellows	1, 500	0	1, 500
Ethnic heritage studies	1, 800	0	1, 800
Decrease			683, 750

DECREASES IN OTHER BUDGET ACCOUNT HEADINGS AFFECTING HIGHER EDUCATION FUNDING

Occupational, vocational, and adult:			
Education personnel (EPDA): Pt. E higher education	2, 100	0	2, 100
Library services:			
HEA II college libraries	9, 975	0	9, 975
HEA VI undergraduate instruction	7, 500	0	7, 500
Decrease			19, 575
Total decreases			703, 325

MINING FELLOWSHIPS

STATEMENT OF NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND GRANT COLLEGES, DR. THOMAS E. BATES, CHAIRMAN

STATEMENT ON MANPOWER IN MINERAL ENGINEERING

Mr. Chairman, members of the committee, our association requests that you continue the support initiated last year for mining fellowships authorized in section 961 of the Higher Education Act, as amended. As you know, funds for this year's class have not yet been released. We hope that we will be able to mail offers to interested applicants shortly.

In the second year of the program, we will want to continue the first-year students for a second year and enroll a new group of first-year students. The $1.5 million appropriated for fiscal 1975 will enable us to accommodate between 150 and 200 students. We would propose to increase the new class of students by between 100 and 150 students, giving us a total of approximately 300 first-year students. We appeal, then, for an appropriation in the amount of $4 million to cover the cost of both groups.

We congratulate you and members of your subcommittee for taking this important first step in meeting the Nation's mining and mineral manpower needs.

The need for manpower and research production in the fields of mineral extraction and processing has never been so great as it is today. Every forecast of the future indicates this phenomenon is but the beginning of what will be even greater demands. The educational institutions are straining to accommodate this need, but are faced with their greatest financial crisis in this century. After 15 years of neglect of mining and mineral fields, we have a situation where faculties are greatly reduced in number, few young Americans have received advanced degrees and are available to expand faculties, equipment and facilities are run down or nonexistent.

The rate at which graduates are being turned out at present does not begin to satisfy the needs of Government and industry let alone replenish the ranks of faculty and research positions in universities.

Projections of manpower needs are always made with some trepidation; however, in the case of our societal needs for mineral and energy resources, all would agree that the demand will increase. Some estimates by differing groups will convey the general magnitude of the problem. Roger Haynes, president of Consolidation Coal, estimates that they will need, in that one company, 2,800 new college-trained personnel per year (1,075 in engineering and 1,725 in production). In 1975 the universities of America will graduate 356 mining engineers. Even if other engineers are hired (civil, mechanical, electrical, etc.), one is struck by the fact that only 38,000 graduates in all engineering will be available this year and less for the next several years. It is unreasonable to expect one coal company to hire 7 to 9 percent of all engineering graduates. Where does this leave the other mineral industries, the nuclear industry, and the rest of the country?

A survey of 250 mining companies—only 88 replied—indicated that between now and 1985 they will need from 450 to 650 mining engineers per year. This is only a small fraction of the industry, yet their needs are double the current and anticipated graduates. These same companies indicated a need for 200 metallurgical engineers per year—a number about equal to the number of graduates in the Nation. This is only a fraction of the mining companies and most metallurgists are employed elsewhere.

The National Planning Association estimates that by 1980, 1,400 mining engineers and 1,900 metallurgical engineers per year will be needed, and that by 1985 these needs will grow to 2,200 and 2,700 respectively. Petroleum engineering looks even more tragic. In 1975 we will graduate 446 petroleum engineers in the United States. The National Planning Association estimates we need over 6,000. Recruiting and hiring patterns this year bear this out. Fourteen petroleum engineering graduates at Penn State in 1975 had 134 interviews and 93 job offers and accepted salaries all in excess of $1,300 per month. The situation in geology is much the same. Single oil companies are seeking to quadruple the number of geological personnel. Graduate programs to retrain scientists and engineers from fields not in great demand may help to alleviate some of the problem, but expansion of graduate programs also requires support.

The educational institutions in the mineral fields find themselves with small faculties, outdated and inadequate physical facilities and equipment, competing intensely for the few potential faculty available in a job market where bachelor's graduates make as much as the assistant professors. Additional thousands of technical and supervisory personnel with 2-year associate degrees are needed in the mineral industries. For the past several years, these graduates have been receiving salaries comparable to those for bachelor's degrees and jobs far exceed the supply of people. These instructional programs must also be greatly expanded. Our national policy must be to provide funds to encourage students to study in these areas and to equip the colleges and universities who train students. The need for outside help to enable the universities to meet this challenge is underlined by the general financial picture in universities.

The rapid advances in automated equipment, mine-environmental monitoring for safety, and the use of computers in analyzing mine problems necessitate new laboratory and classroom equipment in the old established departments. New and growing departments will need large grants to establish meaningful programs. These grants to expand high-cost programs in mineral engineering are not going to come from within institutions already struggling to keep low-cost programs going.

It could be stated that somehow we will muddle through using available personnel. It must be stated honestly that this may to some extent be possible, but it will be at the expense and safety of the miners, to the detriment of the environment, and at great cost in efficiency. The mineral engineer is trained to work with special materials in a very special environment where the human and monetary stakes are high. We cannot afford to pretend we can do without them.

TABLE 3.—REQUIREMENTS FOR ENGINEERS AND SCIENTISTS BY TYPE IN SELECTED ENERGY-RELATED SECTORS IN THE UNITED STATES, ASSUMING MAXIMUM EFFORT TO DEVELOP DOMESTIC FUEL SOURCES, 1970, 1980, AND 1985

	1970	1980	1985
Engineers:			
Construction engineers	2, 500	3, 100	3, 300
Chemical engineers	33, 600	42, 300	51, 500
Civil engineers	14, 200	18, 300	27, 200
Electrical engineers	25, 600	50, 000	65, 500
Industrial engineers	6, 000	8, 700	12, 000
Mechanical engineers	8, 000	19, 900	30, 500
Metallurgical engineers	900	1, 900	2, 700
Mining engineers	700	1, 400	2, 200
Nuclear engineers	600	3, 600	6, 200
Petroleum engineers	5, 600	7, 300	9, 600
Sales engineers	900	1, 900	2, 600
Engineers, nec	3, 700	9, 700	11, 600
Engineers, total	101, 300	168, 500	224, 700
Scientists:			
Agricultural scientists	400	400	500
Biologists	900	1, 300	1, 500
Chemists	13, 200	19, 100	27, 800
Geologists and geophysicists	8, 100	9, 900	11, 100
Marine scientists	38	41	46
Mathematicians	7, 500	10, 000	13, 900
Physicists	8, 000	16, 500	22, 800
Life and physical scientists, nec	1, 613	3, 600	4, 900
Scientists, total	39, 700	61, 000	82, 800
Grand total	141, 000	229, 500	307, 500

BACCALAUREATE DEGREES AWARDED IN MINERAL SCIENCE AND ENGINEERING, 1956-74

Source: Data for the years 1957 through 1966 are from the 1969 NAS Report, "Mineral Science & Technology."

Year	Total	Mining engineering (1)	Petroleum engineering (2)	Geological engineering (3)	Ceramic engineering (4)	Metallurgical engineering (5)	Materials engineering and science (6)
1956-57	1,813	231	650	227	128	577	
1957-58	1,982	240	688	225	159	670	
1958-59	2,114	239	731	243	177	724	
1959-60	1,902	242	597	212	169	682	
1960-61	1,724	220	455	162	167	720	
1961-62	1,480	193	323	136	149	679	
1962-63	1,391	180	228	88	174	721	
1963-64	1,267	144	158	74	205	686	
1964-65	1,436	146	174	70	195	851	
1965-66	1,351	138	133	117	182	781	
1966-67	1,103	112	147	51	182	409	202
1967-68	1,184	95	182	35	228	443	201
1968-69	1,390	137	234	50	252	481	236
1969-70	1,466	124	271	65	244	498	264
1970-71	1,413	136	297	73	237	442	228
1971-72	1,301	139	310	48	258	328	218
1977-73	1,323	159	301	68	274	311	210
1973-74	1,260	210	314	56	226	233	221
1974-75	1,498	356	446	76	158	306	156
1975-76	1,470	310	429	73	150	359	149
1976-77	1,513	326	472	85	163	330	137
1977-78	1,783	397	619	74	181	359	113

GRADUATE DEGREES AWARDED IN MINERAL SCIENCE AND ENGINEERING, 1967-74 AND CURRENT ENROLLMENTS

		(1)		(2)		(3)		(4)		(5)		(6)	
		Mining engineering		Petroleum engineering		Geological engineering		Ceramic engineering		Metallurgical engineering		Materials engineering	
Year	Total	Master of science	Doctor of philosophy	Master of science	Doctor of philosophy	Master of science	Doctor of philosophy	Master of science	Doctor of philosophy	Master of science	Doctor of philosophy	Master of science	Doctor of philosophy
1966-67	703	21	4	51	8	10	0	82	65	221	78	89	74
1967-68	779	29	6	60	17	9	2	94	63	236	84	97	82
1968-69	734	24	7	87	20	10	2	80	66	235	93	109	81
1969-70	814	35	7	65	15	10	3	91	78	208	92	123	87
1970-71	911	19	10	70	21	10	2	84	69	232	117	168	100
1971-72	905	20	15	71	17	15	9	108	53	226	104	155	112
1972-73	902	25	17	92	16	16	8	76	48	210	99	176	140
1973-74	845	32	7	66	18	9	6	80	50	191	94	174	118
Enrollments 1974-75	2,349	116	34	172	75	70	18	164	115	443	361	377	404

	Mining engineering	Petroleum engineering	Geological engineering	Ceramic engineering	Metallurgical engineering	Materials engineering
PRESENT FACULTIES BY ACADEMIC RANK						
Professor	33	48	35	47	268	138
Associate professor	28	41	14	24	110	49
Assistant professor	13	21	15	22	51	28
Instructor	7	6	1	8	12	6
Total	81	116	65	101	441	221
REPORTED FACULTY VACANCIES BY ACADEMIC RANK						
Professor	3	4	3	0	4	3
Associate professor	3	6	3	2	12	8
Assistant professor	10	13	4	2	10	5
Instructor	0	1	2	0	0	0
Total	16	24	12	4	26	16

Vocational Education

Statement by Lowell A. Burkett, Executive Director, American Vocational Association

Mr. Chairman and members of the subcommittee; this statement is presented for consideration as the Appropriations Subcommittee for Labor-HEW deliberates on Federal appropriations for vocational education for fiscal year 1976. We wish to express appreciation to the Congress and especially to the members of this subcommittee for the support given to vocational education. We realize your great concern for the continued development of vocational education in this Nation and we are making funding recommendations in light of this concern.

It is understood that section 102(b), parts A, C, D, F, H, and I of Public Law 90-576 expire June 30, 1975. There is, however, authority to fund these programs for a 1-year extension under the General Education Provisions Act. We request funding for 1 year under this authority. Committees in the House and Senate are currently holding hearings to consider needed changes in Public Law 90-576. Because it is almost certain that new legislation will not be enacted prior to June 30, 1975, and because proposals for funding contained in the President's budget for fiscal year 1976 are not contained in authorizing legislation, we urge you to appropriate funds for fiscal year 1976 under the categories contained in Public Law 90-576.

Vocational education is the major delivery system for preparing the Nation's work force. Programs are for secondary school youth, young adults in postsecondary institutions, adults needing upgrading or retraining in employment, and the unemployed or underemployed disadvantaged. The increased interest in vocational education on the part of many publics is the result of emphasis that you and other Members of Congress have given to the need for preparing individuals for a changing world of work. This emphasis is very significant now when the Nation's work force is experiencing a high rate of unemployment and we speak of a need to increase productivity.

Since the enactment of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, funding has been increased each year. We are happy to report that much progress has been made in implementing programs authorized by the Vocational Education Amendments of 1968. Because of the increased demands for vocational education, the program is experiencing approximately a 9-percent growth each year. New programs are being instituted to meet the current needs of business and industry, including increased service to the adults who need training and retraining for employment. In every State, changes are being accomplished in cooperation with the Nation's business and industry, in an effort to assure that vocational education programs are sensitive to the problems of the economy. State and local support for vocational education continues to expand. Currently, an average of approximately $5 of State and local funds are expended for every $1 of Federal funds. Overmatching in some States is as high as 10 to 1.

Although progress is being made, there are several concerns that have a bearing on the future development of vocational education and that relate to our funding request.

(1) An annual growth rate of 9 percent in enrollment in vocational education has created a need for expanded programs and funding.

(2) An annual inflation rate of approximately 10 percent during recent years has created funding deficiencies in vocational education programs.

(3) The need for vocational education for unemployed or underemployed adults is greater during a period of high unemployment and recession because of the competition for trained and skilled workers.

(4) The need to improve the quality of personnel and leadership in vocational education is increasing due to the complexity of instructional programs and changes in the job market.

(5) The need for applied research by vocational educators continues in order to make program improvements and design programs for new and emerging occupations.

(6) Curriculum development activities are needed to maintain the quality of instructional materials used in the classroom and laboratory in order to assure relevancy in meeting the training needs of business and industry.

NEED FOR FEDERAL APPROPRIATIONS

The American Vocational Association requests $746.3 million to fund the Vocational Education Amendments of 1968 during fiscal year 1976. We urge consideration be given to include language that recognizes the need for these funds for expanded adult training programs designed to impact on the Nation's productivity. In addition, we request $11.2 million for EPDA, part F and $10 million for career education. Our request for the various parts of the Vocational Education Amendments of 1968—Public Law 90-576—is as follows:

Basic vocational education programs (VEA, pt. B): Basic grants to States	$504,000,000
Programs for students with special needs (VEA, sec. 102(b))	60,000,000
Consumer and homemaking (VEA, pt. F)	50,000,000
Work-study (VEA, pt. H)	55,000,000
Cooperative education (VEA, pt. G)	25,000,000
State advisory councils (VEA, pt. A)	4,316,000
Vocational research:	
Grants to States for innovative (VEA, pt. D)	18,000,000
Curriculum development (VEA, pt. I)	10,000,000
Grants to States for research (VEA, pt. C)	20,000,000
Total	746,316,000
EPDA (pt. F, secs. 552, 553, 554)	11,268,000
Career education (Education Amendments of 1972, sec. 303(a)(2), Amendments to the Cooperative Research Act)	10,000,000

Our rationale for these figures is given on the following pages and is based on the fact that:

(1) Vocational education enrollments have been growing at an annual rate of approximately 9 percent for the past several years.

(2) Demands for vocational education programs are greater than ever before.

(3) Inflation of approximately 10 percent per year is increasing costs at an unanticipated and unpredictable rate.

(4) Every Federal dollar invested for vocational education generates $5 of State and local funds.

(5) Preparing persons to become employable through well established vocational education systems is cost effective.

(6) More adults will need to have access to job training and/or retraining programs in a high unemployment economy than during a normal economy.

ENROLLMENT DATA

For fiscal year 1973, the enrollment in vocational education was 12,072,445. Enrollments were distributed as follows: Secondary—60.9 percent; postsecondary—11.2 percent; and adult—27.9 percent. Since enrollment in vocational education has increased at approximately 9 percent per year, we anticipate that enrollment in vocational education for fiscal year 1976 will be approximately 15,700,000 individuals with a minimum of 5 million of these to be adults.

The dramatic impact of vocational education upon the total population is shown by the substantial increases in enrollment per 1,000 total U.S. population as shown on the following page.

	Total enrollment in vocational education	Enrollment in vocational education per 1,000 total population
Fiscal year:		
1961	3,855,564	21.4
1966	6,070,059	31.3
1971	10,495,411	51.6
1972	11,602,144	56.3

At a time when the overall enrollment in the public schools is decreasing, vocational education enrollment continues to increase. Although vocational education enrollment continues to increase, the secondary enrollment in vocational training programs for fiscal year 1976 is projected at less than 40 percent of the total high school population. The projected adult enrollment is less than 4 percent of the adult population of this Nation. These enrollment figures become meaningful when approximately 80 percent of the Nation's work force requires education and training of less than a baccalaureate degree in order to perform successfully on the job.

Project Baseline, a study of vocational education, authorized by Congress has found that:

(1) In addition to increases in enrollment, vocational education programs have become more comprehensive.

(2) A review of enrollments indicates that vocational education enrolls a high percentage of minority groups.

(3) Vocational education is undertaking new programs as the result of research and curriculum development funded under Public Law 90-576.

(4) Vocational education has made a definite favorable impact on the employment market.

(5) Programs of vocational education cover occupations in which an overwhelming majority of workers are employed.

PROGRAMS OF NATIONAL INTEREST

In 1968 Congress provided that special attention should be given to certain groups of people such as the disadvantaged (VEA, section 102(b)). In addition, certain other programs were emphasized as worthy of categorical emphasis. These programs included consumer and homemaking education (part F), cooperative education (part G), work-study (part H), and research and curriculum activities (parts C, D, and I). These areas of special categorical emphasis remain vital for funding during fiscal year 1976. The foresight displayed by Congress in establishing these special emphasis areas must be upheld.

Even though the administration's budget document suggested that it would propose new legislation, there is still no evidence that it will be forthcoming soon enough to be enacted this fiscal year. It is more appropriate that funding for fiscal year 1976 be based upon existing legislation utilizing the 1-year extension authorized under the General Education Provisions Act. We urge the Congress to appropriate funds for fiscal year 1976 under the authority of Public Law 90-576.

CONSUMER AND HOMEMAKING EDUCATION (PART F)

The American Vocational Association urges this committee to approve an appropriation of $50 million to fund part F (Vocational Education Amendments of 1968) for consumer and homemaking education. Federal funds for this program have generated solid support at State and local levels, to the extent that 4.5 million students are projected to be enrolled next year in all consumer and home economics programs.

Home economics offers the only opportunity for students at the secondary level to gain knowledge and experience in areas that are central to our primary social unit, the family. Through studies in parenting and child development, resource management, consumer decisionmaking, nutrition education, food preparation and preservation, and housing, home economics has a major role in helping students gain an appreciation of family, particularly in terms of developing values, making decisions, and establishing interpersonal relationships.

For altogether too many years, home economics has been viewed primarily as a program for girls and women. This picture has been changing, but rather slowly. Approximately 12 percent of the current enrollment in home economics is male.

The regulations for title IX (Education Amendments of 1972, Public Law 92-318), stipulate that home economics will no longer be a course for girls only; rather, it must be open to all students. We believe this step is in the right direction and we will be working with home economists, teacher educators, administrators, and others to make certain that male students are enrolled in these courses, and that such courses are relevant to them. This action creates many changes for the field of home economics, and is one that necessitates increased financial resources.

There is also a great need for home economics courses at the postsecondary level. In the more than 2,800 area vocational schools, technical institutes, and community colleges of this Nation, all too often we find an absence of home economics courses. We believe that these institutions, with their commitment to providing employment training as well as serving educational needs of all adults, should offer more home economics courses to help young parents and older adults cope with the economic and social pressures that confront American families—whether single or married. If our country is to make significant progress in solving the problems of unemployment, underemployment, welfare, energy and food shortages, nutrition and consumer education, we must begin to find ways to further strengthen American families. This is the central goal of home economics education.

We believe that $50 million for this program is justified, particularly in view of the two areas where we have indicated that expansion and growth should occur.

PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS (SECTION 102(B))

Vocational educators have continued to emphasize instructional programs for thousands of disadvantaged and handicapped students as they are enrolled in regular vocational education programs. Most instructional systems provide teachers and facilities to enable the disadvantaged and handicapped student to participate and succeed in a regular vocational education program. This emphasis prepares the special need student to succeed better in the surroundings they encounter in every day life. Our request for greatly expanded funding for special needs programs is based on projections that enrollment in these programs would be 2.3 million individuals in fiscal year 1976. The need for expanded programs for disadvantaged young adults 16-25 years old to provide training for employment is imperative. This age group ranks the highest in unemployment in the United States at the present time. For this reason we are requesting an appropriation of $60 million to conduct programs for the disadvantaged.

WORK-STUDY (PART H)

The goal of Congress to make vocational education "available" to all people of all ages in all communities can be enhanced considerably by student support programs which make it possible for needy students to take advantage of vocational education offerings. Without such provision, many students cannot afford to remain in school. Work-study programs have been successful in practice and should continue. Expanded program goals for unemployed and underemployed youth, particularly dropouts or potential dropouts, makes work-study provisions an imperative aspect for expanding vocational education programs.

During fiscal year 1973, a total of 33,000 students were served by this program. We urge an appropriation for work-study of $75 million. This greatly increased request is to provide work-study opportunities for an additional 225,000 in-school youth who need earnings due to family unemployment. The emergency nature of this request is due to the need developing among many unemployed to have alternative methods of financial support in order to keep the youth in school.

STATE AND NATIONAL ADVISORY COUNCILS

A vital part of the planning process for vocational education has been and must continue to be the State and National Advisory Councils. During the last 5 years, advisory councils have demonstrated a viable relationship as a communication link among labor, management, education, business, industry, the public at large, and special interest groups. Approximately 1,500 persons are involved as members of NACVE and SACVE. These councils provide a sounding board for public opinion at local and state levels. Prior to the Vocational Education Amendments of 1968 no systematic basis existed to encourage the public to be concerned with an educational program solely devoted to the vocational interests of people. To enhance State-wide planning, we urge continued support for the State and national advisory councils.

COOPERATIVE EDUCATION (PART G)

The continued emphasis on job training programs that are relevant to the needs of business and industry have created a growing interest in cooperative education. A program designed to permit supervised work experience through on-the-job training consistent with the needs of an employer is vital to vocational education. For this reason, we urge continued funding for cooperative education. The $25 million figure requested for fiscal year 1976 is less than half that authorized by Congress. With a projected enrollment of 63,000 students for fiscal year 1976, the program of cooperative education continues to make a contribution to the employment needs of the Nation.

VOCATIONAL RESEARCH, CURRICULUM DEVELOPMENT AND INNOVATION

There continues to be recommendations and efforts by some to remove the Research, Curriculum Development and Innovation functions authorized in Public Law 90-576 from the realm of responsibility of vocational education. In light of the past performance of the National Institution of Education relative to vocational education, we feel it is imperative to maintain funding for parts C, D, and I of Public Law 90-576. While we do not debate the need for a coordinated national program of education research, we feel the interest of vocational education must be met with applied research at the State and local levels accomplished by vocational educators aware of the programs and their potential for impacting on the employment needs of a Nation. Traditionally, much of the leadership of the U.S. Office of Education and the NIE has not sought strong roles in vocational education and manpower training. In addition, personnel familiar with vocational education programs and the role they play in the Nation's economy are not visible in the National Institute of Education. For these reasons, we question the advisability of placing responsibility for any research, curriculum development or innovation related to vocational education with NIE.

Grants to States for research (part C), curriculum development (part I) and grants to States for innovation (part D) have stimulated major efforts to update and reorient vocational education. Funds are essential for research and development in order to continually explore avenues for program improvements as well as developing programs for newly emerging occupations.

Increased funding is needed for curriculum development since the quality of instruction is contingent on the quality and relevance of materials used in the classroom. To keep abreast of changing employment requirements, existing curricula must be constantly revised while the need to develop curricula for new and emerging occupations is critical to the development of vocational education programs nationally. The curriculum development funds must be available if vocational education is to maintain its program integrity and not be falsely identified as a general curriculum.

Programs funded through part D, innovation, have encouraged development of exemplary programs. These programs have proved to be a vital force in introducing new program concepts and in encouraging States to assume broader responsibilities with respect to vocational education.

Programs funded under parts C, D, and I address quality control and development which are absolutely essential in order for the field to keep current with changing educational and occupational requirements.

EDUCATION PROFESSIONS DEVELOPMENT ACT (PART F, SECTIONS 552, 553, 554)

Each of these three EPDA sections are essential to the proper development of vocational education in the United States. Funds spent for leadership development awards (section 552) represent one of the exceptionally high return investments the Federal Government has made. Section 553, has enabled the States to reach into local districts and speed up leadership development among local districts. Section 553 has improved the ways and means that local school work with the community, and has affected standards of performance for the delivery of vocational education. Section 554 has enabled the U.S. Office of Education to provide national workshops and symposia that are vital in stimulating effort among the States and strengthening unity of purpose toward excellence of performance for vocational education. These sections of the Education Professions Development Act are essential to the continuation of quality in vocational education, and they should be included in the appropriations for fiscal year 1976. The $11.2 million requested for vocational education EPDA for fiscal year 1976 is the same as the appropriation for fiscal year 1974. Recommendations to fund many other EPDA programs under vocational education do not encompass understanding of the needs of personnel development in vocational education and should be viewed in light of desirability for programs of vocational education.

CAREER EDUCATION

The American Vocational Association supports funding career education to enable the continued development of this national thrust. The association has a resolution stating, "Be it resolved, that the American Vocational Association strongly support alternative sources of funding for career education in addition to those appropriated for vocational education." Presently and historically vocational educators have realized the need for comprehensive programs designed to make students aware of the occupational areas and orient them toward employment as they seek to explore the various occupational opportunities. For this reason, we feel it important for Congress to fund the activities of career education.

The language contained in the Education Amendments of 1972, section 303 (a)(2) and the Conference Report 92-798 indicate an authorization for career education of $14 million. We feel $10 million for career education during fiscal year 1976 can be justified.

CONCLUSION

In summary, the American Vocational Association is requesting $746.3 million for the Vocational Education Amendments of 1968, $11.2 million for EPDA, part F, and $10 million for career education. These requests are made with the understanding that section 102(b), parts A, C, D, F, H and I of Public Law 90-576 expire June 30, 1975. There is, however, a 1-year extension authority under the General Education Provisions Act. Our requests are made based on this authority.

We have presented the rationale for funding for fiscal year 1976 for your consideration and appreciate your continued interest and support of vocational education.

Library Service

Statement of the Association of American Publishers

The Association of American Publishers (AAP) is the general association of book publishers in the United States whose products include textbooks and other educational materials. Its more than 260 members, which include many university presses and nonprofit religious book publishers, produce the vast majority of all general trade, educational, reference, and religious books and related audiovisual materials published in this country.

General

The AAP is concerned with maintaining the continued vigor of Federal education programs, especially in the face of inflation that continues to erode the power and effectiveness of the dollar and that, by diminishing State and local resources, diminishes the capability of States and localities to fund education programs. While our testimony is particularly directed to specific education programs where we have a unique concern, we do wish to take the opportunity in this preface to urge favorable consideration for all education programs, especially those, such as Education Division salary and expenses and the newly-created National Center for Education Statistics, that do not have a vocal constituency.

An additional point of a general nature. The congressional Budget Act of 1974 (Public Law 93-344), as the subcommittee well knows, provides that fiscal year 1976 will be a 15-month transition year, extending from July 1, 1975, to September 30, 1976. We urge that all appropriations take this into account and that sums be adjusted accordingly, not only for fiscal year 1976 but, where appropriate, for fiscal year 1977 for those programs that are advance funded. Funding for a 15-month fiscal year must, necessarily, be greater than funding for a 12-month calendar year, but we share the general desire to hold Federal expenditures at a reasonable level.

Library Services and Construction Act

We urge an appropriation of $62 million for Title I (Library Services) of the Library Services and Construction Act (LSCA). There is precedent for this request in that Congress appropriated $62 million for title I for fiscal year 1973. This sum is less than half of the fiscal year 1976 authorization of $137.150 million; in fiscal year 1973, the authorization was $117.6 million, and the administration's budget request was $30 million. Clearly, then, this is not an unreasonable request, especially in light of the needs for library services in an America with an expanding population of literates.

Originally enacted in 1956 for rural libraries, the program was expanded in 1964 to cover urban areas as well. It has been further extended and expanded by the Congress in subsequent years, enjoying bipartisan support in both the House and the Senate. In addition to library and education groups, this legislation has also been supported by the AFL-CIO, the National Grange, Farmers Union, National League of Cities, the U.S. Conference of Mayors, and the General Federation of Women's Clubs, among others.

The Congress last year authorized the convening of a White House Conference on Library and Information Services not later than 1978. Plans are already under way for that conference. In the report on that measure, now Public Law 93-568, the House Committee stated that "There are today more than 75,000 public, school and university libraries and information centers in the United States—a national resource serving all the American people." We seek here funds adequate to nurture that "national resource serving all the American people" referred to in the House report.

School Libraries And Learning Resources

Last year, the Congress in the Education Amendments of 1974 (Public Law 93-380) consolidated title II (school library resources) of the Elementary and Secondary Education Act (ESEA), Title III (equipment and minor remodeling) of the National Defense Education Act (NDEA), and the guidance, counseling and testing portion of Title II, ESEA, into a single consolidated program for School Libraries and Learning Resources (Title IV-B, ESEA). The Supplemental Appropriations Act (Public Law 93-554) advance funded this new program for fiscal year 1976 at $137.33 million; the authorization was $395 million. The Association of American Publishers urges that title IV-B be advance funded for fiscal year 1977 at $175 million.

In its report on the original title II, ESEA legislation in 1965, the House Education and Labor Committee noted that "quality in school library programs is directly related to academic achievement, to remaining in high school, and to continuing in college." That observation is no less true today, a decade later, as school libraries struggle to keep pace with increasing demands by students for up-to-date materials and the mounting costs of obtaining books and periodicals. The success of school book fairs illustrate how reading and the availability of reading materials heightens the thirst for knowledge of today's youngsters. A glimpse into any well-stocked school library will confirm that this is not quite yet a television world. The printed word holds its own because it offers so much that cannot be absorbed through a transitory image on a TV tube.

We include as part of our testimony an AAP technical memorandum relating to funding title IV-B for the transition period requested in the administration's budget message of February 3.

Right to Read (Reading Improvement Projects)

Last year, as Title VII of the Education Amendments of 1974 (Public Law 93-380), the Congress established the national reading improvement program as the statutory successor to Right to Read. "Right to Read," However, continues as the budget designation. The authorization for part A (reading improvement projects) of title VII, which is the budget item, is $82 million for fiscal year 1976. The AAP urges an appropriation of $24 million, which is twice the budget request but only about 30 percent of the authorization. When President Nixon in his 1970 education message announced his support for the Right to Read program, he pledged that he would allocate $200 million for the first year of the program. The $12 million appropriated in each of fiscal years 1973, 1974, and 1975 has fallen far short of that goal and argues that the $24 million AAP requests for fiscal year 1976 is not an unreasonable amount.

Hearings on the authorizing legislation adduced the information, as estimated by the Right to Read Office of OE, that between 40 and 50 percent of pupils in urban areas have reading problems, that tens of millions of youngsters in elementary and high schools are severely deficient in reading, that nine-tenths of those who drop out of school annually are classified as poor readers, and that more than half of the jobless young people in urban areas cannot read. The $24 million appropriation we urge will not eliminate these problems, to be sure, but it will make a breach in the wall of semiliteracy and illiteracy that keeps so many young people from productive lives.

College Library Resources

We urge an appropriation of $21 million for Title II–A of the Higher Education Act–College Library Resources. This is less than a third of the fiscal year 1976 authorization of $70 million. While it is an increase over the $9.975 million appropriated for the current fiscal year, it is less than the $25 million appropriated in each of fiscal years 1967, 1968, and 1969.

It would be appropriate at this point to quote from the House committee report on the last extension of title II–A, which was enacted by Congress as part of the Education Amendments of 1972 (Public Law 92–318):

> Modern college instruction places great emphasis upon the students' getting their information and knowledge, not so much from textbooks and formal lectures, but from a wide array of library materials and media. Honors programs and independent study activities place special emphasis on library materials and sources. The need of college faculty for good libraries—to prepare classroom lectures, conduct research for publication, and carry out related responsibilities is also much greater than in the past. College faculty and students cannot reap the fruits of the "information explosion" unless the information is readily available to them. These conditions all make it imperative that every institution of higher education have an adequately stocked, competently staffed, and sufficiently financed library.

This admonition is not less true today and the need is much greater as institutions of higher education, increasingly hard pressed for funds and limited as to how much they might increase tuition charges, find their libraries falling short of need. Once behind it is difficult to catch up, difficult not only for the library but for the student generation deprived of adequate library resources.

Community Service and Continuing Education

Community Service and Continuing Education, Title I of the Higher Education Act, was funded for fiscal year 1975 at $14 million; the budget for the current fiscal year is zero. Congress has expressed its confidence in the present level of funding by this year rejecting the President's proposal to rescind $13 million of current title I funds. We urge that at least $14 million, the present level of funding, be appropriated for this program for fiscal year 1976.

An oft-quoted adage ascribed to George Bernard Shaw says that youth is too wonderful a condition to be wasted on the young. One could paraphrase this by saying that education is too wonderful to be confined to children. Title I is the opportunity for the mature citizen to enjoy the fruits of higher education. It is the one program especially attuned to his needs. It is a fruit that should ripen and not wither.

Student Aid and Institutional Assistance

The AAP continues to support full funding for student assistance programs. We include at this point in our testimony an article from the February 24 issue of Business Week, "How much need you save to send your child to college?"

HOW MUCH NEED YOU SAVE TO SEND YOUR CHILD TO COLLEGE?

You know already that sending your children to college will probably cost you a fortune—but exactly how much? It's impossible to peg future costs to the penny, but assuming a 7 percent annual rate of inflation, total costs double about every 10 years. Figure that a 4-year State university education for a child now 10 will exceed $50,000 by the time he or she is 18. At a private college, it could top $75,000.

How much do you have to put away to meet such costs? Much depends on your after-tax return on savings, as well as your income tax bracket. But if you have a 10-year-old son or daughter, you would have to put away about $2,600 a year for the next 8 years to send the youngster to a State school, assuming a 5 percent a year after-tax return on savings. Make it about $4,500 a year for a private college.

Here is a table that projects the probable future costs, including room, board, tuition, and miscellaneous expenses of a 4-year college education based on today's costs at State universities ($4,000 per year) and at private school ($6,000 per year).

The table is based on a net after-tax return of 5 percent on all savings until the first year of college and a 7 percent annual inflation rate.

Age of child	State university 4-year cost	State university Annual savings required	Private college 4-year cost	Private college Annual savings required
1	$56, 160	$1, 860	$98, 280	$3, 250
2	52, 480	1, 890	91, 840	3, 310
3	49, 120	1, 930	85, 960	3, 380
4	45, 760	1, 970	80, 080	3, 450
5	43, 200	2, 050	75, 600	3, 590
6	40, 000	2, 100	70, 000	3, 680
7	37, 440	2, 190	65, 520	3, 830
8	34, 880	2, 290	61, 040	4, 000
9	32, 640	2, 410	57, 120	4, 220
10	30, 560	2, 580	53, 480	4, 510
11	28, 480	2, 770	49, 840	4, 850
12	26, 720	3, 050	46, 760	5, 340
13	24, 960	3, 410	43, 680	5, 970
14	23, 360	3, 930	40, 880	6, 880
15	21, 760	4, 700	38, 080	8, 220
16	20, 320	5, 990	35, 560	10, 490
17	19, 040	8, 640	33, 320	15, 120
18	17, 760	16, 460	31, 080	28, 810

Data: Oakland Financial Group, Inc.

The figures contained in the Business Week article argue eloquently not only for sustained student assistance, but equally for institutional assistance, so that colleges and universities can hold their tuition and other charges to reasonable levels.

We urge that life be given to title IV–A–5 of the Higher Education Act, the institutional assistance provision that was added to the law by the Education Amendments of 1972. This promise enacted by the Congress merits fulfillment without delay.

We urge also that funds be appropriated for higher education facilities as authorized by title VII of the Higher Education Act. The Congress has failed to appropriate for this program for 3 years. A disconsolate college administrator has been reported to have said that no longer are the walls holding up the ivy—the ivy is holding up the walls.

Conclusion

The Association of American Publishers sincerely commends the Subcommittee for acting on education appropriations with a diligence and efficiency that will make enactment possible before the commencement of the new fiscal year. Such timeliness, by permitting sound planning for the expenditure of precious Federal funds, will prove a gain to the taxpayers, the institutions, and the students.

MEMORANDUM

Title IV–B, ESEA, is a consolidation of title II, ESEA; title III, NDEA; and the testing, guidance and counseling portions of title III, ESEA. Section 401 of Public Law 93–380 provides that this consolidation is only effective if (a) it is advance funded, and (b) the appropriation is at least equal to the aggregate of the previous year's funding of the component parts.

Title IV–B was advance funded for the period July 1, 1975 through June 30, 1976 by the Supplemental Appropriations Act, 1975 (Public Law 93–554; December 27, 1974), in the amount of $137.33 million.

The President's budget message for fiscal year 1976, submitted on February 3, 1975, contains an advance funding request for IV–B for $137.33 million, to be "available for obligation on July 1, 1976, and shall remain available through September 30, 1977" (P. 424 of the Budget Appendix).

In this connection, the following should be noted:

1. The transition period for the new fiscal year computation is July 1, 1976 through September 30, 1976. No special provision is made for IV–B for that transition period.

2. The appropriation request presently pending is for a 15-month period, encompassing a transition period in 1977 calendar year, which is 1 year later than the transition period contemplated in the new budget law.

3. The proposed advance funding budget for the 15-month period is the same as for the 12-month period contained in the 1975 Supplemental—$137.33 million. No extra amount is stipulated for the transition period.

4. Given the above, it would seem that one of the following would result:

(a) If the proposed fiscal year 1977 advance funding (for 15 months) is not increased proportionately, then the IV-B consolidation must fail and the program must be funded and administered by its component categorical parts, in accord with Public Law 93-380, or

(b) The advance funding for IV-B for fiscal year 1977 must be increased proportionately, or

(c) The advance funding for IV-B for fiscal year 1977 can remain at the $137.33 million figure if it covers only a 12-month period (ending June 30, 1977).

STATEMENT BY HARTFORD N. GUNN, PRESIDENT, PUBLIC BROADCASTING SERVICE, MARCH 24, 1975

It is our understanding that the House Labor-HEW Appropriations Subcommittee has under consideration fiscal year 1976 funding for Educational Broadcasting Facilities Program (EBFP) and for Innovative Television Programming. We consider Federal participation in the funding of broadcast facilities through the EBFP of utmost importance to public broadcasting, as well as Federal assistance in the development of innovative TV programming. We strongly support maximum funding levels for both programs.

EDUCATIONAL BROADCASTING FACILITIES (EBFP)

The EBFP provides a significant and direct benefit to local public television stations and the people they serve. All the programming excellence and diversity in the world count for nothing in areas of the country where there is no public broadcasting signal, or in areas where the signal is inadequate, or where production equipment is unavailable. Effective program ideas can be turned into public service, with an orientation to community needs and interests, only when there is the hardware to implement those ideas.

The Educational Television Facilities Act—passed in 1962 and expanded to include radio in 1967—has been a principal instrument for widening the availability of public broadcast service. From 1964 to date, more than $93 million in 494 grants has been granted to stations and has generated several times that amount in non-Federal dollars. The total capital investment in public television is currently over $308 million. In major part because of assistance under the EBFP, the number of television stations has increased from 76 to 254.

Clearly, the use of Federal funds has had a strong multiplier effect. The combination of Federal and non-Federal support has vastly widened the reach of the public television system.

Nevertheless, what remains to be done is immense. There are now pending 15 applications for new public television stations (totalling $7.5 million) and 89 applications to improve existing ones (totalling $26.9 million). Including radio applications, there are 182 pending applications totalling $41 million. Communities across the country have committed millions of dollars of their own resources if the Federal funds can be provided—and let us stress "if."

These pending applications represent requests from communities and stations to activate new public television facilities where none now exist, and to improve the service capability of existing stations. For example, many of our television stations still cannot originate local programs in color or broadcast locally from remote (nonstudio) locations. Many stations have antennas and power too low to reach their full potential audience, or to reach that audience with a strong signal.

Of great importance, to strengthen the principle of localism established for public broadcasting by the Congress in 1967, it is essential that all stations have the physical capability to record, store, and play back nationally-distributed programming in color so that no station will be locked into a schedule other than that of maximum service to its own community. Simply to bring the system up to this level in terms of four color videotape recorders for each station would require a facilities expenditure in excess of $25 million.

We recognize, of course, that there are as yet no authorizations for the EBFP for FY 76. The EBFP authorization for FY 75 was $30 million, $12 million of which was appropriated. The Administration budget for FY 76 calls for [illegible] million for the EBFP and the Administration has proposed a five-year funding authorization—in H.R. 4564—at the same annual level. Hearings have [illegible] yet been called to consider the Administration's proposal for the future of [illegible] program. We believe the amounts specified under H.R. 4564 are woefully inadequate and will so testify when hearings are scheduled.

Therefore, we wish to go on record with the Committee stating our position that an adequately funded Educational Broadcasting Facilities Program is a vital and integral part of public broadcasting's program to serve the American people. We urge the Congress to appropriate funds to carry forward this program at a level of at least the FY 75 authorized level of $30 million.

EDUCATIONAL TELEVISION PROGRAMMING

The Administration's FY 76 budget submission calls for $7 million for Innovative Television Programming. Funds in this category in the past have been vital to the creation of "Sesame Street" and "The Electric Company." Continued funding will help ensure that programs of this distinction will be perpetuated and that more such programming will be produced.

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